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ABSTRACT

This report presents the results of the second national survey of state activities in the assessment of educational outcomes for students with disabilities. The report does not contain actual outcomes data on students with disabilities. Survey results are based on responses from 47 state directors of special education and are presented in the following areas: federally reported data on participation rates and exit data extensions; state assessments of outcomes; inclusion of students with disabilities in state assessments; state needs; practices, programs, and plans related to outcomes assessment; state highlights for Arizona, Kentucky, Michigan, and Utah; and state activities in selected outcomes areas. The survey found that: (1) few state-level special education data collection efforts, other than post-school status studies, yield outcomes data on students with disabilities; (2) state-level outcomes information is generated most often from large-scale general education assessments in which students with mild disabilities may participate, but the extent to which they participate is uncertain in most states; (3) compared to the 1991 survey, more states are now capable of reporting information on students with disabilities; and (4) despite state-level guidelines on who may be excluded from assessments and how to make testing accommodations for students with disabilities, variations in participation suggest that there is inconsistent implementation of the criteria. (JDD)

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State
Special Education
Outcomes
1992

A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities

National Center
on Educational Outcomes

College of Education
University of Minnesota

in collaboration with
St. Cloud State University and
National Association of State
Directors of Special Education

Supported by the
Office of Special Education Programs
U.S. Department of Education

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March 1993

NCEO Core Staff:

Robert H. Bruininks
Cheri J. Gilman
Patricia J. Grafstrom
Kevin S. McGrew
Dorene L. Scott
James G. Shriner
Gail E. Spande
Martha L. Thurlow,
assistant director
James E. Ysseldyke,
director

The National Center on Educational Outcomes (NCEO) was established in October, 1990 to work with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

The Center is supported through a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (H159C00004). Opinions or points of view do not necessarily represent those of the U.S. Department of Education or Offices within it.

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NCEO
350 Elliott Hall
75 E. River Road
Minneapolis, MN 55455

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Lou Danielson

NCEO, Data Update:

Cheri Gilman
Madelin Tundidor

Report Design Update:

Trish Grafstrom

The 1991 version of this report was prepared by James G. Shriner and Martha L. Thurlow, with the assistance of Kristie L. Gibney, Dong-il Kim, and Patricia Sullivan.

State Survey Respondents

ALABAMA
Julia Causey
Miriam Byers

ALASKA
Jim Rich
Bob Silverman

ARIZONA
Kathryn Lund
Joan McDonald
Julie Gasaway

ARKANSAS
Diane Sydoriak
James Boadman

CALIFORNIA
Lalit Roy

COLORADO
Fred Smokoski
Don Watson

CONNECTICUT
Paul Flinter
Susan Kennedy
James Wade

DELAWARE
Martha Brooks
Chester Freed

FLORIDA
Susan Avery
Thomas Fisher

GEORGIA
Joan Jordan
Nancy Beis
Susan Tyson
Elizabeth Creech

HAWAII
Margaret Donovan*
Selvin Chin-Chance

IDAHO
Fred Balcom
Sally Tiel

ILLINOIS
Ian Tanner
John Craig

INDIANA
Robert Robertson

IOWA
Jeff Grimes

KANSAS
Ann Harrison
Jane Rhys

KENTUCKY
Preston Lewis
Judy Tabor
Linda E. Hargan*

LOUISIANA
Emilia Coulter
Rebecca Christian

MAINE
David Noble Stockford
Tim Crockett

MARYLAND
John Haigh
David Hayden
Leo Lezzer

MASSACHUSETTS
Marcia Mitthacht
Elizabeth Badger

MICHIGAN
Lucian Parshall
Sharif Shakrani

MINNESOTA
Wayne Erickson
William McMillan

MISSISSIPPI
Carolyn Black*
Cynthia Ward

MISSOURI
Sharon Rush
James Friedebach

MONTANA
Dan McCarthy

NEBRASKA
Don Anderson
Jack Gilsdorf

NEVADA
Gloria Dopf*
Thomas Klein

NEW HAMPSHIRE
Harvey Harkness*

NEW JERSEY
Jeffery Osowski

NEW MEXICO
Judith Parks
Carroll Hall

NEW YORK
Carolyn Byrne
Lawrence Waite*

NORTH CAROLINA
Margaret Meany
Martha Ward

NORTH DAKOTA
Jean Newborg

OHIO
George Khonry
E. Roger Trent

OKLAHOMA
Rebbie Wale

OREGON
Patricia Almond
Jim James
Ray Rothstrom
Judy Miller
Michael Dalton

PENNSYLVANIA
Mary Izzo
James Hertzog

RHODE ISLAND
Ina Woolman

SOUTH CAROLINA
Elizabeth Jones
Beth Lowman*

SOUTH DAKOTA
Deb Barnett
Gary Skogland

TENNESSEE
Pegan Stein

TEXAS
Rebecca Martinez
Jenny Kile
Janette Lawlis
Laurelyn Carlisle
Bob Barker
Ron DiOrio
Keith Cruse

UTAH
Steve Kukic
Les Haley
David Nelson

VERMONT
Pat Johnson
Tim Flynn
Lisa Mazzitelli

VIRGINIA
William Helton*
Kent Dickey*
Lissa Power-Cluver*

WASHINGTON
Douglas Gill
Gordon Ensign

WEST VIRGINIA
Nancy Thabet

WISCONSIN
Sandra Berndt
Nancy Scott

WYOMING
E. Steere
Jim Lendino

AMERICAN SAMOA
Jane French

BUREAU OF INDIAN AFFAIRS
Goodwin Cobb III

DISTRICT OF COLUMBIA
Doris Woodson

GUAM
Elaine Eclavea
Larry Kasperbaum

MARIANA ISLANDS
Stephen Fuqua

MARSHALL ISLANDS
Asmon Langidrik*

PALAU
Peter Elechuus*

PUERTO RICO
Cesar Vazquez
Sonia Rosario

U.S. VIRGIN ISLANDS
Priscilla Stridiron*

* Responses based on 1991 survey.

Executive Summary

This report presents the results of the second national survey of state activities in the assessment of educational outcomes for students with disabilities. NCEO mailed surveys to both state directors of special education and state assessment personnel in the fifty states and in nine unique states receiving special education funds (e.g., Puerto Rico, Guam). The survey results include the following areas:

- federally-reported data
- assessments of outcomes
- inclusion of students with disabilities in state assessments
- state needs
- practices, programs, and plans related to outcomes
- state highlights
- state activities in selected outcomes areas.

Major Findings

Several major findings emerge in the information presented in this report. With a few exceptions, the major 1992 findings are similar to the 1991 survey findings. Among these findings are:

- Participation and exit data continue to be a major part of states' data collection efforts.
- Few state-level special education data collection efforts, other than post-school status studies, yield outcomes data on students with disabilities.
- State-level outcomes information is generated most often from large-scale general education assessments in which students with mild disabilities may participate, but the extent to which they participate is uncertain in most states.
- In comparison to 1991, there is a large number of states with accessible achievement data on students with disabilities. That is, more states are now capable of reporting information on students with disabilities.
- Despite state-level guidelines on who may be excluded from assessments and how to make testing accommodations for students with disabilities, variations in participation suggest that there is inconsistent implementation of the criteria.
- Despite the struggles states are undergoing in collecting outcomes based information, several states are exploring ways to adapt outcomes-based education systems.

This report does not contain actual outcomes data on students with disabilities.

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Introduction

NCEO produced the first report on state special education outcomes for 1991. Since then, states have been engaged in many activities, and much has happened in the areas of educational accountability and outcomes. Because of the rapid changes taking place overall and within special education, documenting current practice related to special education outcomes continues to be important and the reason for producing **State Special Education Outcomes 1992.**

The first report highlighted outcomes accountability. It noted that:

- states were being pushed to look at the outcomes achieved by students within their educational systems
- there was a clear press for policy-relevant information about the performance of students in our educational system
- information on the outcomes of students with disabilities was needed as well.

Many national data bases are unable to provide adequate data because students with disabilities are excluded. While discussions take place on how to develop more inclusive guidelines for participation in national assessment programs, there continues to be little national data on students with disabilities. This is true at the state level as well. States provide the Office of Special Education Programs with important information on the input, context, and process of special education, but little information on outcomes (other than graduation, dropout, and other school completion information). But states are thinking about and beginning to use outcomes in their special education programs, as evidenced in this report.

NCEO's Purpose

NCEO is a collaborative effort of the National Association of State Directors of Special Education (NASDSE), the University of Minnesota and Saint Cloud State University. Part of the Center's mission is to provide national leadership in identifying educational outcomes for students with disabilities and in developing possible indicators that could be used to monitor those important outcomes.

The Center works with national policy-making groups, state departments of education, and other groups and individuals to promote national discussion of educational goals and indicators that include students with disabilities. To accomplish this, NCEO has four major goals:

Goal 1 To promote the development of a system of indicators for use with all students including those with disabilities.

Goal 2 To support and enhance the measurement of educational outcomes and indicators for students with disabilities.

Goal 3 To enhance the availability and use of outcomes information in decision making at the federal and state levels.

Goal 4 To identify and develop indicators that can be used to make judgments about the extent to which education works for students with disabilities, and that can be used to improve programs and services.

Many activities are underway to accomplish these goals. Besides the state survey, the Center examines and analyzes existing national and state data that may provide information on outcomes for students with disabilities. It works with other groups and organizations (e.g., National Center for Education Statistics) to address issues related to assessment efforts already underway. And it is developing and refining a conceptual model of outcomes and indicators by working with state and national agencies, parents and professionals.

About the State Survey

This second annual state survey addresses the need for state directors, policymakers and others to collect information on state activities in multiple outcomes areas and to make changes in accountability and assessment activities. This is important because local, state and national groups are proposing new initiatives and forecasting changes that may have significant impact on the education of students with disabilities.

The 1991 survey was completed through telephone interviews with state directors of special education and/or with their designees. The open-ended questions encouraged state personnel to share as much information as possible about their states. Survey objectives were to:

- create an ongoing tracking system to describe the status of state activities for assessing educational outcomes
- develop a monitoring system of the procedures and practices used by states when making accommodations in assessing students with disabilities
- identify what persistent barriers and needs states have related to outcomes assessment
- find state data bases that might be used to create a national data base of outcomes for students with disabilities.

For this survey, NCEO mailed questionnaires to respondents listing a choice of options based on the 1991 findings. The target group included state directors of special education in the fifty states plus in those *unique* states referred to in this report (e.g., Puerto Rico, Guam). In addition, portions of the survey were mailed to state assessment personnel in each state. Those portions included sections on the assessment of academic achievement and on the accommodations and adaptations allowed for students with disabilities.

The use of two forms of the survey was intended to obtain as much information as possible from states. Most states cooperated in completing the longer version of the survey. The remaining states received follow-up phone calls, faxes and offers to complete the survey by telephone between August and December. As a result, only two states and three unique states failed to respond to the questionnaire. For them, 1991 survey information was reported.

For those states returning only the shorter version of the survey, 1991 information was used for major sections of the survey in which only state directors were to provide responses. These major sections included information on vocational skills, participation rates, exit data, post secondary status, barriers to using outcomes information on a statewide basis and new state developments in assessment of outcomes for students with disabilities.

Of the 59 surveys sent to state directors of special education, 47 (80%) were returned, representing 42 (84%) of regular states and 5 (56%) of unique states. Of the 59 surveys sent to state assessment personnel, 30 (51%) were returned, representing 37 (74%) of regular states and 2 (22%) of unique states.

In the majority of cases, the 1992 survey information was completed by someone other than the 1991 telephone interview respondent. In only 34% of the states was the respondent the same. This resulted from turnover in state directors' positions, the delegation of answering the survey to staff under the direction of the state director, and from expanded efforts to contact assessment personnel.

"Outcomes" Defined

The term "outcomes" has many definitions in current educational literature. A common meaning describes outcomes as including "knowledge, skills, and attitudes." Outcomes are considered most often to cover all areas of student development, rather than just student status at the end of schooling. For purposes of the state survey, the following definition was provided to respondents:

Outcome = the result of interactions between individuals and educational experiences.

Overview of State Report

Data in this document summarize responses to the mailed surveys. The reader must be cautioned that states have developed their own procedures, policies, and systems that are not easily represented in a quantitative format.

Qualitative information from states provides a wealth of insights into the complex nature of assessing students with disabilities. Some of this complexity and richness of information appears in case studies of selected states that were examined during 1992. Brief case studies of Arizona, Kentucky, Michigan, and Utah can be found in the **State Highlights** section within this report. A more detailed report of state case studies is being prepared.

Next Steps — 1993 Update

NCEO will be updating the state survey annually to address key issues and to document changes in state outcomes assessment practices.

In the first annual survey report, many states reported plans for sweeping changes in their current assessment systems. NCEO will be documenting the progress made by states toward their outcomes-related goals.

To better accommodate and address the complexity of comprehensive outcomes assessments, NCEO will conduct several more in-depth case studies of representative states in 1993. The Center hopes that by broadening the study, it will expand the understanding of assessing educational outcomes for students with disabilities.

Nine Unique States

American Samoa = Am Samoa
Bureau of Indian Affairs = BIA
District of Columbia = DC
Guam
Mariana Islands = CNMI
Marshall Islands = RMI
Palau
Puerto Rico
U.S. Virgin Islands = USVI

State Contexts

Student Population Receiving Special Education

Table 1

The numbers of special education students vary in relation to the general education student population. Table 1 shows the general education student population and the percentage of all students ages 5 to 17 years served in special education.

Figure 1

State special education student populations vary. Figure1 shows states according to the number of students ages 3 to 21 years served in special education. States are divided into three groups according to the number of special education students served: those having less than 50,000, those with 50,000 to 100,000, and those with 100,000 to 500,000 students.

Nationally, special education reported serving approximately 130,000 more children in 1991 than in 1990. The number of special education students in many states reflects this trend.

State Contexts ■ Table 1 ■ Student Population Receiving Special Education

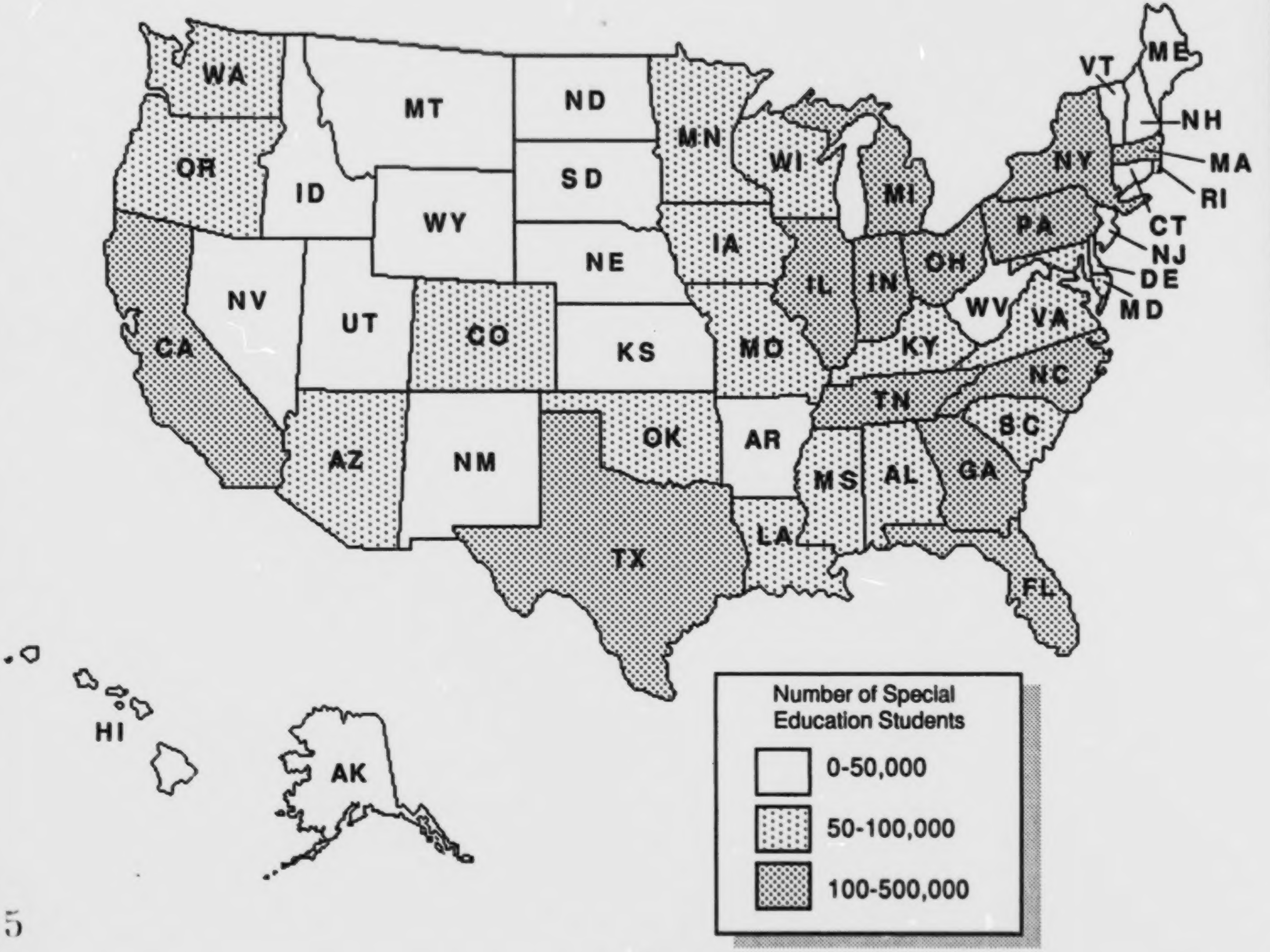
Student Populations Ages 5-17

State	General Education	Special Education	% Special Education
Alabama	727,815	86,175	11.84
Alaska	112,153	12,811	11.42
Arizona	589,504	51,415	8.72
Arkansas	434,960	42,138	9.69
California	4,963,383	427,439	8.61
Colorado	568,673	51,405	9.04
Connecticut	468,900	57,179	12.19
Delaware	99,658	12,941	12.99
Florida	1,861,538	220,046	11.82
Georgia	1,151,687	94,987	8.25
Hawaii	171,056	11,916	6.97
Idaho	220,840	19,549	8.85
Illinois	1,803,000	218,857	12.14
Indiana	956,487	104,787	10.96
Iowa	484,116	54,036	11.16
Kansas	436,250	40,828	9.36
Kentucky	630,091	71,548	11.36
Louisiana	779,161	65,127	8.36
Maine	215,516	24,858	11.53
Maryland	715,152	80,811	11.30
Massachusetts	829,119	134,016	16.16
Michigan	1,577,000	149,339	9.47
Minnesota	751,913	70,949	9.44
Mississippi	500,122	56,507	11.30
Missouri	810,450	94,816	11.70

State	General Education	Special Education	% Special Education
Montana	151,670	15,474	10.20
Nebraska	274,141	29,637	10.81
Nevada	196,736	16,818	8.55
New Hampshire	170,642	17,220	10.09
New Jersey	1,082,561	165,620	15.30
New Mexico	299,734	33,254	11.10
New York	2,563,000	269,975	10.53
North Carolina	1,082,558	113,715	10.50
North Dakota	117,134	11,080	9.46
Ohio	1,770,000	189,222	10.70
Oklahoma	578,600	60,751	10.50
Oregon	484,950	49,974	10.30
Pennsylvania	1,667,630	192,652	11.55
Rhode Island	137,946	18,735	13.58
South Carolina	621,776	71,276	11.46
South Dakota	129,164	13,047	10.10
Tennessee	822,200	97,645	11.88
Texas	3,353,270	313,614	9.35
Utah	444,732	43,562	9.80
Vermont	96,198	10,799	11.23
Virginia	998,463	101,806	10.20
Washington	832,218	74,687	8.97
West Virginia	323,021	38,661	11.97
Wisconsin	790,901	75,424	9.54
Wyoming	98,210	9,592	9.77

Numbers for 1990-91, derived from Tables AA5, AA14, AA16, AF5 in Fourteenth Annual Report to Congress (U.S. Department of Education, 1992).

Student Populations Ages 3 - 21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OH
WV
GA
FL
NY
PA
VA
NC
SC
VT
ME
NH
MA
RI
CT
NJ
DE
MD
HI
AK
Number of Special Education Students
0-50,000
50-100,000
100-500,000

Numbers for 1990-91 from Table AA1 in Fourteenth Annual Report to Congress (U.S. Department of Education, 1992).

Federally-Reported Data

Special Education Participation and Exit Data

Table 2

When states collect student participation information beyond that required in reports to the federal government, they often account for each student's time in general or special education classes. Seventy percent of twenty-four regular states and one unique state have these types of data. Nineteen regular states and no unique states have other types of extensions of required data (e.g., hours of service by provider, attendance data, suspension/expulsion information, extracurricular activities, or other data such as time spent out of general education). The number of states reporting extended participation data collection in 1992 is about the same as in 1991, but includes more areas of data collection.

Table 3

Most states collecting information beyond the required exit data know more about the circumstances surrounding students leaving school. The most frequently cited reasons are to evaluate graduation and dropout rates, and assess trends. In addition, twelve states that award multiple diploma types keep track of these at the state level for special education students. Data on reasons for student dropout are also collected by twelve states.

Uses Of Data

Table 4

In addition to reporting required information to the federal government, sixty percent of the states that collect extra participation and exit data use the data in reports for state agencies, legislatures, and local and state education agencies (LEAs and SEAs). Data are also used for accountability and program evaluation. Other uses of participation and exit data include individual school report cards and fund distribution. Participation and exit data continue to be a major part of states' data collection efforts, and show potential usefulness for purposes other than federal and state reporting.

Currently, the Office of Special Education Programs (OSEP) requires states to report annually on student participation and exit data. Participation information includes counts of the numbers of students in various special education categories and placements by grade and/or age. Exit information includes counts of the numbers of students who exit school by graduating, dropping out, earning completion certificates, etc. Some states collect information that exceeds these OSEP requirements. Twenty-four regular states and one unique state have state-wide collection of extra participation information. Twenty-four regular states and no unique states have state-wide collection of exit information beyond that required by OSEP.

17

Participation Rate Extensions

STATE	Time in General Education	Time in Special Education	Hours of Service	Attendance	Suspension/ Expulsion	Extracurricular Activities	Other
California	●				●		
Colorado		●	●				
Connecticut	●	●		●			
Florida	●	●	●	●	●		
Georgia	●	●	●				
Hawaii	●						
Kansas	●	●	●				
Maryland	●	●	●	●	●		
Massachusetts							●
Michigan	●	●					
Nebraska	●	●			●		
New Hampshire	●					●	
New Jersey					●		
New Mexico	●		●				
North Carolina	●	●	●		●		
Ohio	●	●		●	●	●	
Oregon	●	●	●	●	●		
South Dakota		●					
Texas				●	●		
Utah	●	●					
Vermont	●	●					
West Virginia				●	●		●
Wisconsin	●	●			●		
Wyoming		●		●			
CNMI		●					

Exit Data Extensions

STATE	Dropout Rate/Trend	Dropout Reason	Diploma Type	Graduation Rate/Trend	Other
Arkansas	●	●			
California	●				
Colorado	●				
Connecticut				●	
Delaware	●	●	●	●	
Florida	●	●	●	●	
Georgia	●	●	●	●	
Iowa				●	
Kansas				●	
Maryland	●		●	●	
Massachusetts	●			●	●
Nebraska		●			
Nevada			●		
New Hampshire		●			
New Jersey	●	●		●	
North Carolina	●	●	●	●	
Ohio	●	●	●	●	
Oregon	●	●	●	●	
South Dakota		●			
Texas	●	●	●	●	
Utah	●		●	●	
Vermont	●		●	●	
Virginia			●		
West Virginia	●				●

Uses of Participation and Exit Data beyond OSEP Requirements

STATE	Participation							Exit							
	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Program Evaluation	Other	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Student Decisions	Program Evaluation	Other
Alaska								✓	✓	✓	✓	✓			
California	✓		✓	✓	✓	✓		✓			✓	✓	✓	✓	
Colorado	✓	✓	✓					✓	✓	✓					
Connecticut			✓	✓								✓			
Delaware										✓		✓		✓	
Florida		✓		✓					✓		✓				
Georgia							✓				✓				
Hawaii		✓	✓	✓											
Iowa										✓					
Kansas				✓	✓	✓		✓			✓				
Maryland		✓	✓			✓	✓		✓	✓					
Massachusetts								✓		✓	✓				
Michigan	✓	✓	✓		✓										
Nebraska				✓							✓				
Nevada														✓	
New Hampshire	✓	✓				✓		✓	✓						
New Jersey				✓											
New Mexico	✓					✓									
North Carolina				✓	✓						✓	✓			
North Dakota															
Ohio				✓	✓							✓			
Oregon	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
South Dakota		✓	✓						✓	✓					
Texas			✓		✓						✓	✓			
Utah	✓	✓	✓				✓	✓	✓	✓			✓		✓
Vermont		✓	✓				✓			✓	✓				✓
Virginia									✓					✓	
West Virginia	✓	✓	✓	✓			✓		✓		✓				✓
Wisconsin	✓	✓					✓								
Wyoming	✓			✓											

State Assessments of Outcomes

Outcome Areas and Assessors

Figure 2

The primary outcome areas covered by state assessment activities are achievement, vocational skills, post-school status, and exit from school. States that collect information in these areas are shown in the maps in Figure 2. These assessment activities sometimes reflect a general education effort, a special education effort, or a combination of general education and special education. Overall, collecting achievement data at the state level (meaning students with disabilities are included) ranks high with forty-two regular states and eight of the nine unique states.

Under vocational skills, assessments include only in-school vocational. Post-school vocational skills assessment is captured in the post-school status category.

Table 5

This year's survey of states indicates that forty-one of the regular states and eight of the unique states collect state level achievement data that include students with disabilities. As shown in Table 5, most of this activity is conducted by general education (thirty-one regular states and five unique states).

Assessment of in-school vocational skills occurs in eleven regular states and two unique states. In seven of the regular states and one of the unique states, both general and special education collect data. Information on the post-school status experiences of former special education students is collected in nineteen regular states and three unique states, mostly through special education.

Table 6

Almost ninety percent of the states collect achievement data. Nearly twice as many states collect information in the areas of reading, math, and language arts than in science, social studies, and other areas (e.g., humanities, employability).

Table 7

Table 7 identifies eleven regular states and two unique states that collect vocational skills information. Enrollment in vocational education and job placement are the most frequently collected data, although almost as many states collect data on type of vocational program and employment during the school years. Other categories mentioned by states include student and parent satisfaction, quality of life, and summer jobs.

Assessment activities in a state may be directed by different groups. For descriptive purposes, the "assessor" is defined as the primary unit or department responsible for data collection. In this report, the assessor is categorized as general education, special education, or both. Vocational education and state assessment units are considered to be part of general education.

Table 8

All of the twenty regular states and three unique states that collect post-school status data report on the employment status of students with disabilities. Of those, more than two thirds also report on students' wages. Information on enrollment in school of special education students is collected by nineteen of the twenty states that collect post-school status data. Other categories of data collection identified by states include personal adjustment, marital status, community involvement, ability to access services, and friendships.

Uses of Data

Table 9

Information on outcomes are used for a variety of purposes by either special education or general assessment personnel. This table illustrates that most states use collected information for more than one purpose. Achievement data are used most frequently for reports to local school districts and state agencies, but are also used often for accountability, reporting to teachers and for individual graduation requirements. Post-school status information, when used, is most often for evaluating programs and reporting to various groups (e.g., state legislature, local school districts, etc.). Other uses identified by a few states include accountability, program improvement, and reports to other groups, such as the state Developmental Disabilities Council.

Table 10

Vocational data are used for fewer purposes overall. Most states that collect these data use them for program evaluations and reports to local education agencies. The "other" category includes long-range planning and reports for other state units, such as the Department of Labor.

Figure 3

Figure 3 provides a general summary of the primary uses of different types of data. The most obvious comparison is that required data (participation and exit) and achievement data are used most often to produce reports for the Office of Special Education Programs and other constituencies. Achievement data, and to some extent post-school status data, are used for program evaluation and accountability.

Assessment of Basic Skills

Figure 4

States are using many different kinds of instruments to assess achievement. Most common are norm-referenced tests used in thirty regular states and five unique states overall. When examining states that have accessible data on students with disabilities, twenty-five regular states and three unique states report a high use of norm-referenced tests. Important, but not directly evident here, is the general shift away from the use of norm-referenced devices toward the use of instruments developed specifically by or for a state's education agency and reflecting the state's curricular emphases. So far, two regular states report using portfolio assessments.

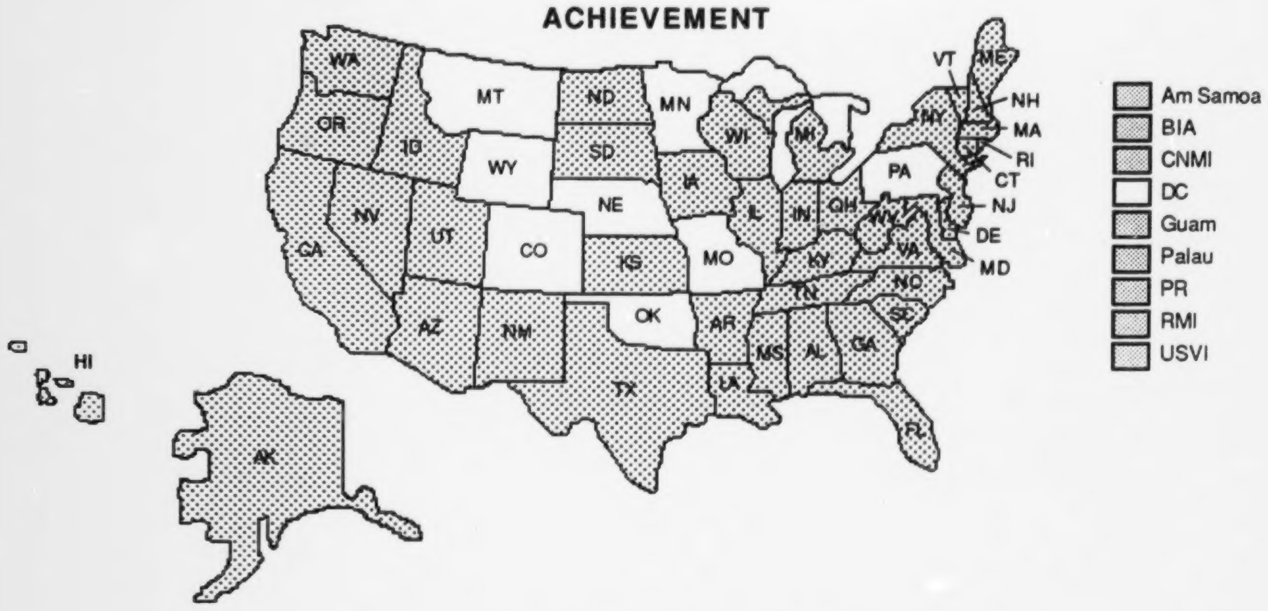
Figure 5

To determine whether states have specific test data that could be used to form a common data pool, it is necessary to look at specific instruments that are employed. Of the norm-referenced instruments utilized most often, no single test is used by more than a handful of states, regardless of whether they have accessible data on students with disabilities. It is unlikely that data from different states would be merged unless first translated to a standard measurement unit. Then, it may be possible to produce common data on the achievement of special education students.

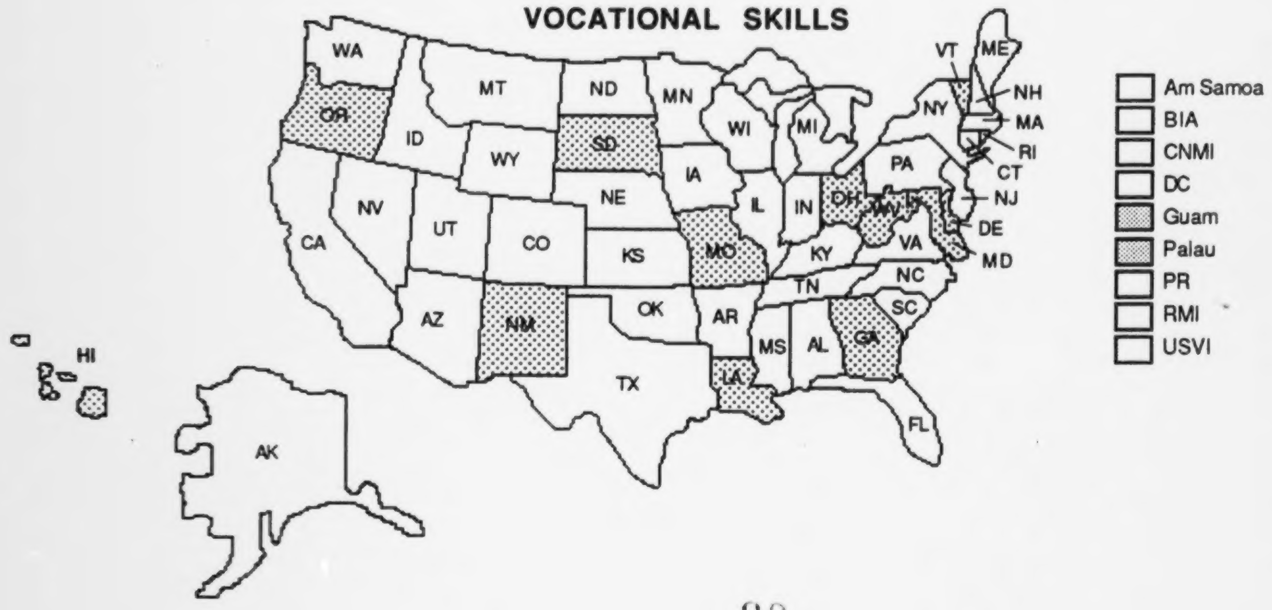
Table 11

This table identifies the reading and math norm-referenced tests used by states that include students with disabilities in their assessments. Most frequently used is the Stanford Achievement Test. Seven states use more than one norm-referenced test for reading and math assessment. The "other" category refers to specific norm-referenced state assessment measures that were identified by certain states (e.g., The Kentucky Instructional Results Information System, Norm-referenced Assessment Program for Texas, etc.).

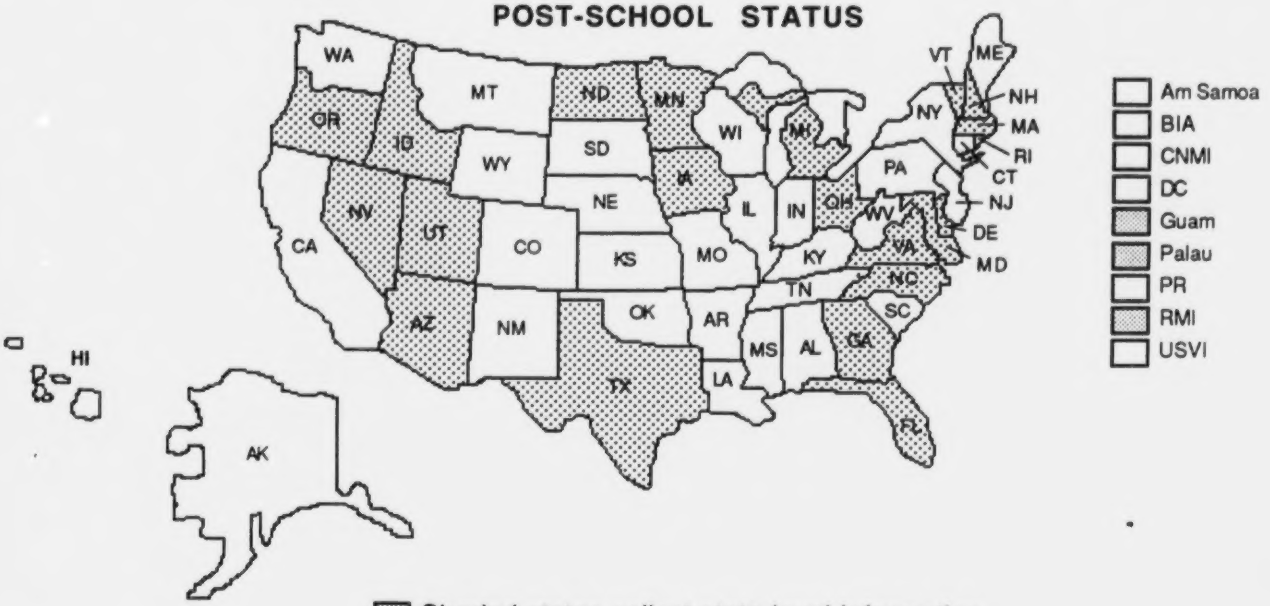
Achievement and Vocational Skills


ACHIEVEMENT
WA
OR
CA
ID
NV
MT
WY
UT
AZ
CO
NM
ND
SD
NE
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MI
IN
OH
KY
TN
MS
AL
GA
FL
SC
NC
VA
WV
PA
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
AK
HI
▨ Am Samoa
▨ BIA
▨ CNMI
☐ DC
▨ Guam
▨ Palau
▨ PR
▨ RMI
▨ USVI

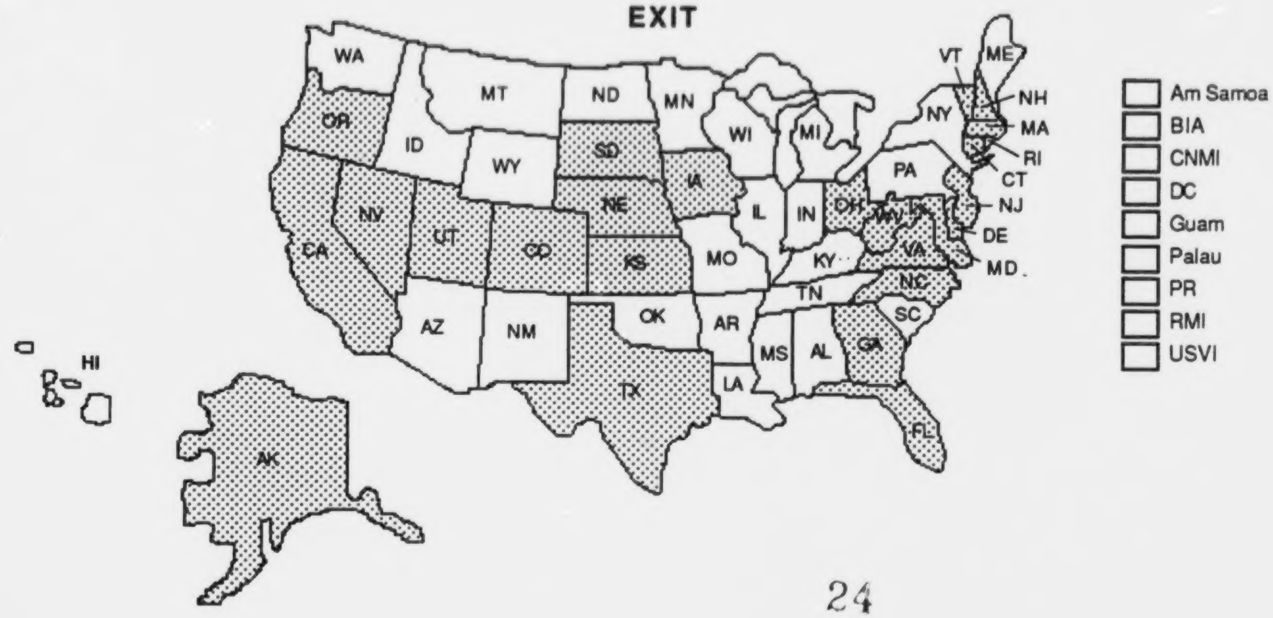
▨ Shaded states collect state-level information


VOCATIONAL SKILLS
WA
OR
CA
ID
NV
MT
WY
UT
AZ
CO
NM
ND
SD
NE
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MI
IN
OH
KY
TN
MS
AL
GA
FL
SC
NC
VA
WV
PA
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
AK
HI
☐ Am Samoa
☐ BIA
☐ CNMI
☐ DC
▨ Guam
▨ Palau
☐ PR
☐ RMI
☐ USVI

Post-School Status and Exit


POST-SCHOOL STATUS
WA
OR
ID
MT
ND
MN
WI
MI
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
PA
OH
IN
IL
IA
SD
WY
NV
UT
CO
NE
KS
MO
KY
WV
VA
NC
TN
SC
CA
AZ
NM
OK
AR
MS
AL
GA
LA
TX
FL
HI
AK
☐ Am Samoa
☐ BIA
☐ CNMI
☐ DC
▨ Guam
▨ Palau
☐ PR
▨ RMI
☐ USVI

▨ Shaded states collect state-level information


EXIT
WA
OR
ID
MT
ND
MN
WI
MI
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
PA
OH
IN
IL
IA
SD
WY
NV
UT
CO
NE
KS
MO
KY
WV
VA
NC
TN
SC
CA
AZ
NM
OK
AR
MS
AL
GA
LA
TX
FL
HI
AK
☐ Am Samoa
☐ BIA
☐ CNMI
☐ DC
☐ Guam
☐ Palau
☐ PR
☐ RMI
☐ USVI

24

Participation in General Education Assessments

STATE	Achievement	Vocational	Post-School Status
Alabama	■		
Alaska	■		
Arizona	■		░
Arkansas	■		
California	■		
Colorado	■		
Connecticut	■		
Delaware	■	░	░
Florida	■		■
Georgia	■	■	░
Hawaii	■		
Idaho	■		■
Illinois	■		
Indiana	■		
Iowa	■		░
Kansas	■		
Kentucky	■		
Louisiana	■	■	
Maine	■		
Maryland	■	■	■
Massachusetts	■		░
Michigan	■		
Minnesota			■
Mississippi			
Missouri		■	
Montana			
Nebraska			
Nevada	░		░
New Hampshire	■		■
New Jersey	■		

STATE	Achievement	Vocational	Post-School Status
New Mexico	■	■	
New York	■		
North Carolina	■		■
North Dakota	■		░
Ohio	■	■	■
Oklahoma			
Oregon	■	░	░
Pennsylvania			
Rhode Island			
South Carolina	■		
South Dakota	■	■	
Tennessee	■		
Texas	■		■
Utah	■		░
Vermont	■	■	■
Virginia	■		■
Washington	■		
West Virginia	■	■	
Wisconsin	■		
Wyoming			
Am Samoa	■		
BIA	■		
DC			
Guam	■	░	░
CNMI	■		
RMI	░		░
Palau	■	■	░
Puerto Rico	■		
USVI	■		

■ General Education

░ Special Education

■ Combined

Achievement Data for Reading, Math, Language, Science and Social Studies

STATE	Reading	Math	Language	Science	Social Studies	Other
Alabama	●	●	●	●	●	
Alaska	●	●	●			
Arizona	●	●	●			
Arkansas	●	●	●	●	●	
California	●	●	●			
Connecticut	●	●	●			
Delaware	●	●	●	●	●	
Florida	●	●	●			
Georgia	●	●	●	●	●	
Hawaii	●	●	●			
Idaho	●	●	●	●	●	
Illinois	●	●	●	●	●	
Indiana	●	●	●	●	●	
Iowa	●	●	●			
Kansas	●	●				
Kentucky	●	●	●	●	●	
Louisiana	●	●	●	●	●	●
Maine	●	●	●	●	●	●
Maryland	●	●	●	●	●	
Massachusetts	●	●	●	●	●	
Michigan	●	●		●	●	●
Mississippi	●	●	●			
Nevada	●	●	●			
New Hampshire	●	●	●	●	●	
New Jersey	●	●	●			
New Mexico	●	●	●	●	●	

STATE	Reading	Math	Language	Science	Social Studies	Other
New York	●	●	●	●	●	
North Carolina	●	●	●	●	●	
North Dakota	●	●	●	●	●	●
Ohio	●	●	●		●	●
Oregon	●	●	●			
Rhode Island	●	●	●			
South Carolina	●	●	●			
South Dakota	●	●	●	●	●	
Tennessee	●	●	●	●	●	
Texas	●	●	●	●	●	
Utah	●	●	●	●	●	
Vermont		●	●			
Virginia	●	●	●			
Washington	●	●	●	●	●	
West Virginia	●	●	●	●	●	●
Wisconsin	●					
Am Samoa	●	●	●	●	●	
BIA						
Guam	●	●	●		●	
CNMI	●	●	●	●	●	
RMI	●	●				
Palau	●	●		●	●	
Puerto Rico	●	●	●			
USVI	●	●	●			

Vocational Skills Areas Assessed

Employment During School Years

- Delaware
- Maryland
- New Mexico
- Ohio
- Oregon
- South Dakota
- Vermont
- Guam

Enrollment in Vocational Education

- Delaware
- Georgia
- Louisiana
- Maryland
- Missouri
- Ohio
- Oregon
- South Dakota
- Vermont
- West Virginia

Type of Vocational Program

- Delaware
- Georgia
- Maryland
- Missouri
- Ohio
- Oregon
- South Dakota
- Vermont
- West Virginia

Job Placement

- Delaware
- Georgia
- Maryland
- Ohio
- Oregon
- South Dakota
- Vermont
- West Virginia
- Guam
- Palau

Other

- New Mexico
- Ohio
- Oregon
- Vermont
- West Virginia

Employment Status, Wages, Enrollment in School, Living Arrangements

STATE	Employment Status	Wages	Enrollment in School	Living Arrangements	Other
Arizona	●		●	●	
Delaware	●	●	●	●	
Florida	●	●	●		
Georgia	●		●		●
Idaho	●		●	●	
Iowa	●	●	●	●	
Maryland	●	●	●		
Massachusetts	●		●		
Michigan	●	●	●	●	●
Minnesota	●	●	●		
Nevada	●		●	●	●
New Hampshire	●	●			
North Carolina	●	●	●		
North Dakota	●	●	●	●	
Ohio	●		●		
Oregon	●	●	●	●	
Texas	●	●	●		●
Utah	●	●	●	●	
Vermont	●	●	●	●	●
Virginia	●		●		
Guam	●				
RMI	●	●		●	
Palau	●				

Uses of Achievement and Post-School Status Data

STATE	Achievement									Post-School Status							
	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Student Decision	Program Evaluation	Parent Report	Other	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Student Decisions	Program Evaluation	Other
Alabama	✓	✓	✓	✓	✓	✓	✓	✓									
Alaska	✓	✓	✓	✓	✓			✓									
Arizona		✓	✓	✓			✓									✓	
Arkansas		✓	✓														
California	✓	✓	✓	✓	✓	✓	✓										
Connecticut	✓	✓	✓	✓	✓	✓	✓	✓									
Delaware		✓	✓	✓	✓			✓				✓		✓		✓	
Florida	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓				
Georgia		✓		✓	✓	✓	✓	✓				✓	✓	✓			
Hawaii		✓		✓	✓	✓	✓	✓	✓								
Idaho	✓	✓	✓							✓						✓	
Illinois	✓	✓			✓			✓									
Indiana	✓	✓	✓	✓	✓	✓	✓	✓	✓								
Iowa		✓											✓				
Kansas	✓	✓		✓	✓	✓			✓								
Kentucky	✓	✓	✓	✓	✓	✓	✓	✓									
Louisiana						✓	✓										
Maine	✓	✓	✓	✓	✓		✓	✓									
Maryland		✓	✓			✓	✓				✓	✓					
Massachusetts	✓	✓										✓					
Michigan	✓	✓	✓	✓				✓			✓	✓				✓	
Minnesota																✓	
Mississippi	✓	✓	✓	✓	✓		✓	✓									
Nevada																✓	
New Hampshire				✓			✓		✓		✓						
New Jersey		✓	✓	✓		✓											

STATE	Achievement									Post-School Status							
	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Student Decision	Program Evaluation	Parent Report	Other	State Legislature	LEA Report	SEA Report	Report for State	Accountability	Student Decisions	Program Evaluation	Other
New Mexico	✓	✓	✓	✓	✓	✓	✓	✓									
New York		✓	✓	✓	✓	✓	✓	✓									
North Carolina		✓	✓	✓	✓	✓	✓									✓	✓
North Dakota	✓	✓	✓	✓		✓	✓	✓					✓			✓	✓
Ohio	✓		✓		✓				✓					✓			
Oregon	✓	✓	✓	✓	✓		✓			✓	✓	✓				✓	
Rhode Island		✓					✓										
South Carolina	✓	✓		✓	✓	✓	✓	✓									
South Dakota		✓	✓	✓	✓	✓	✓	✓									
Tennessee	✓	✓			✓	✓	✓										
Texas	✓	✓	✓	✓	✓	✓	✓	✓				✓					✓
Utah	✓	✓	✓	✓	✓			✓			✓	✓	✓	✓	✓	✓	
Vermont		✓					✓			✓	✓		✓				✓
Virginia					✓		✓									✓	
Washington	✓	✓		✓	✓		✓	✓	✓								
West Virginia		✓		✓					✓								
Wisconsin	✓	✓	✓	✓	✓	✓	✓	✓									
Am Samoa					✓	✓	✓										
BIA							✓										
Guam					✓	✓	✓									✓	✓
CNMI							✓										
RMI	✓	✓						✓							✓		
Palau						✓									✓		
Puerto Rico						✓											
USVI					✓		✓										

Vocational Skills Data in Reports and Evaluations

Report to State Legislature

- Ohio
- Oregon
- Vermont

Report to LEAs

- Georgia
- Maryland
- New Mexico
- Ohio
- Oregon
- South Dakota
- Vermont
- West Virginia

Program Evaluation

- Delaware
- Maryland
- Ohio
- Oregon
- South Dakota
- Guam

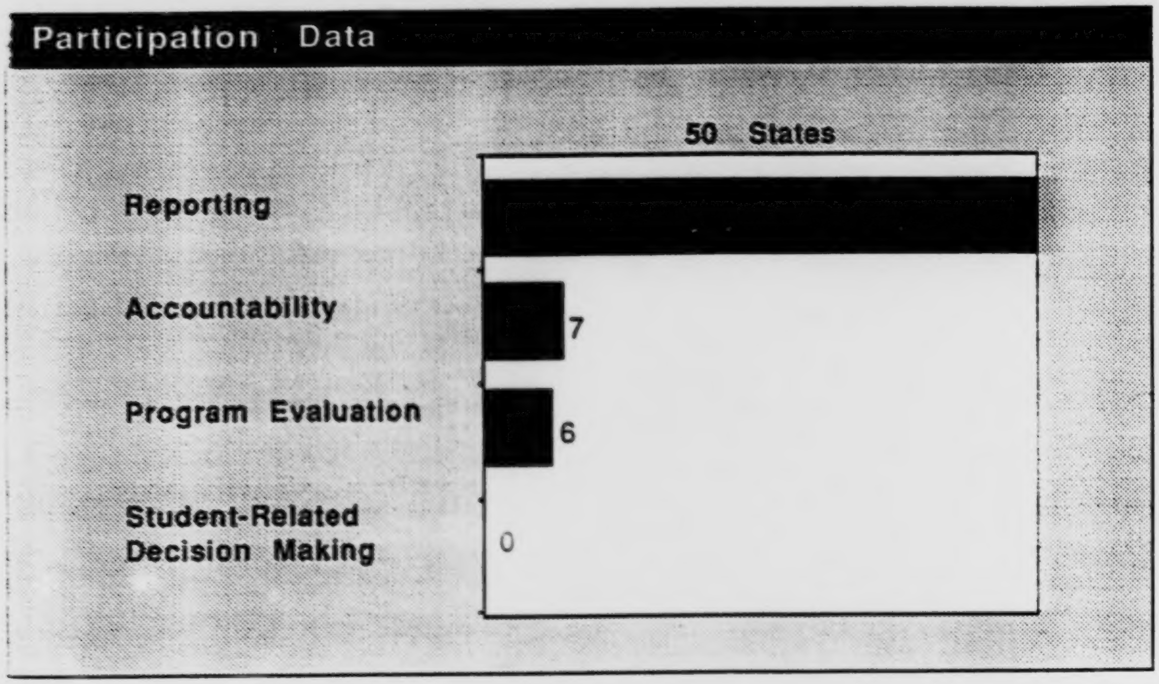
Internal SEA Reports

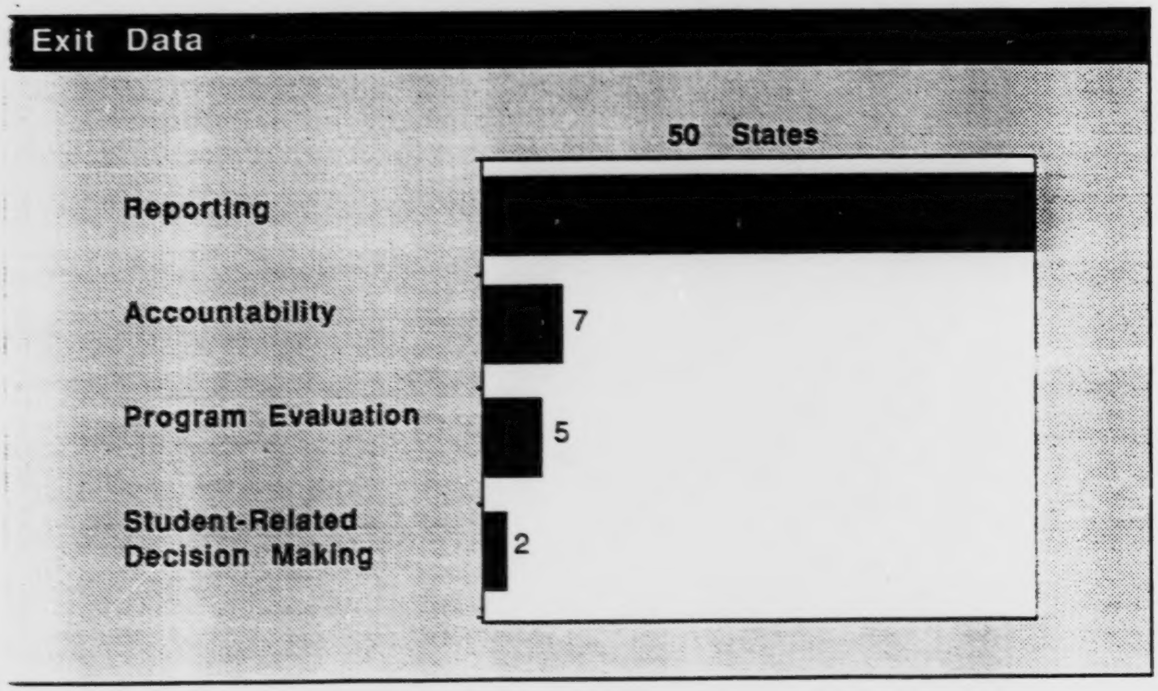
- Palau

Other

- Delaware
- South Dakota
- Vermont

32





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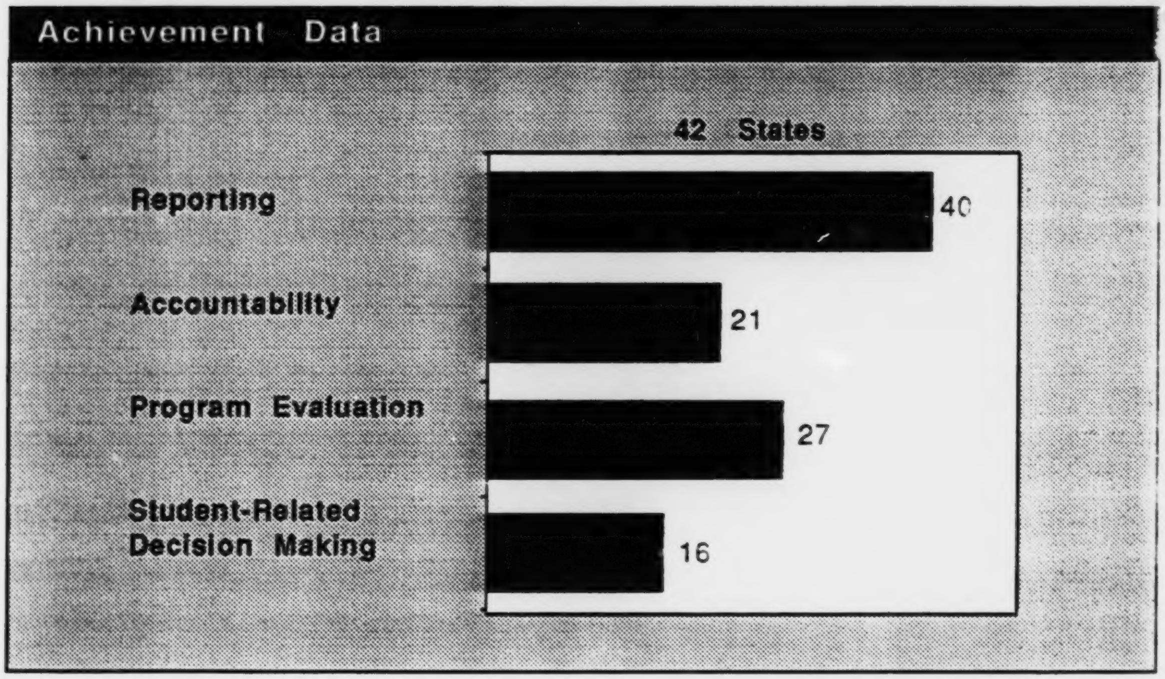
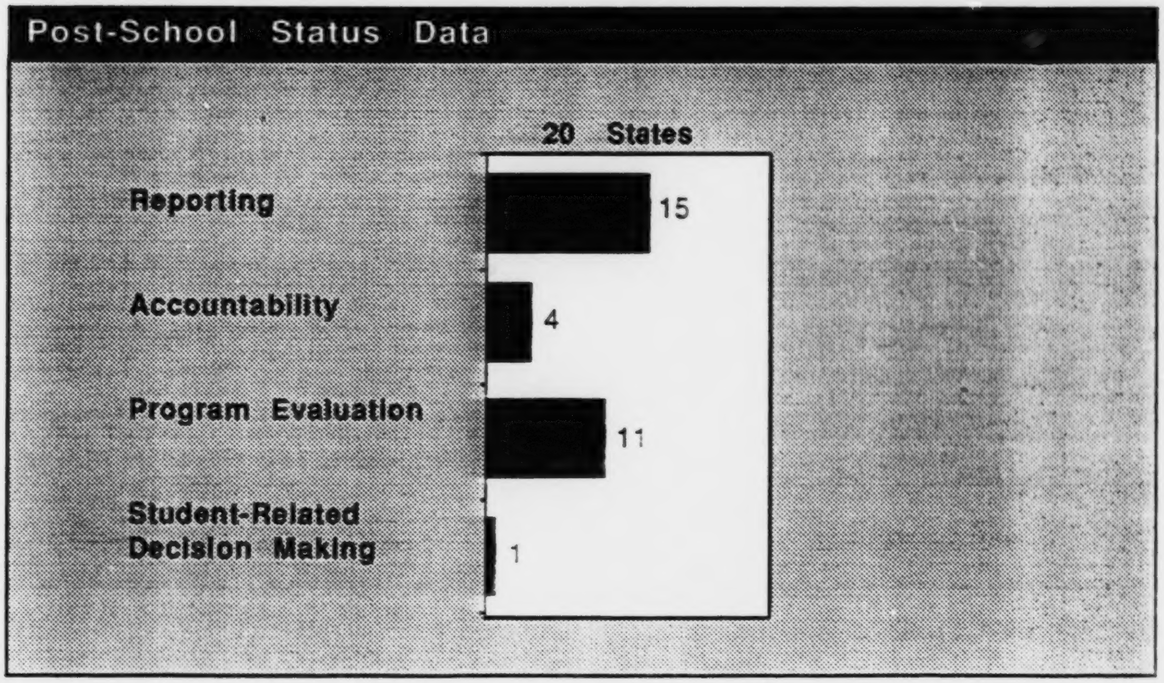
State Assessment of Outcomes ■ Figure 3 ■ Regular States Use of Collected Data





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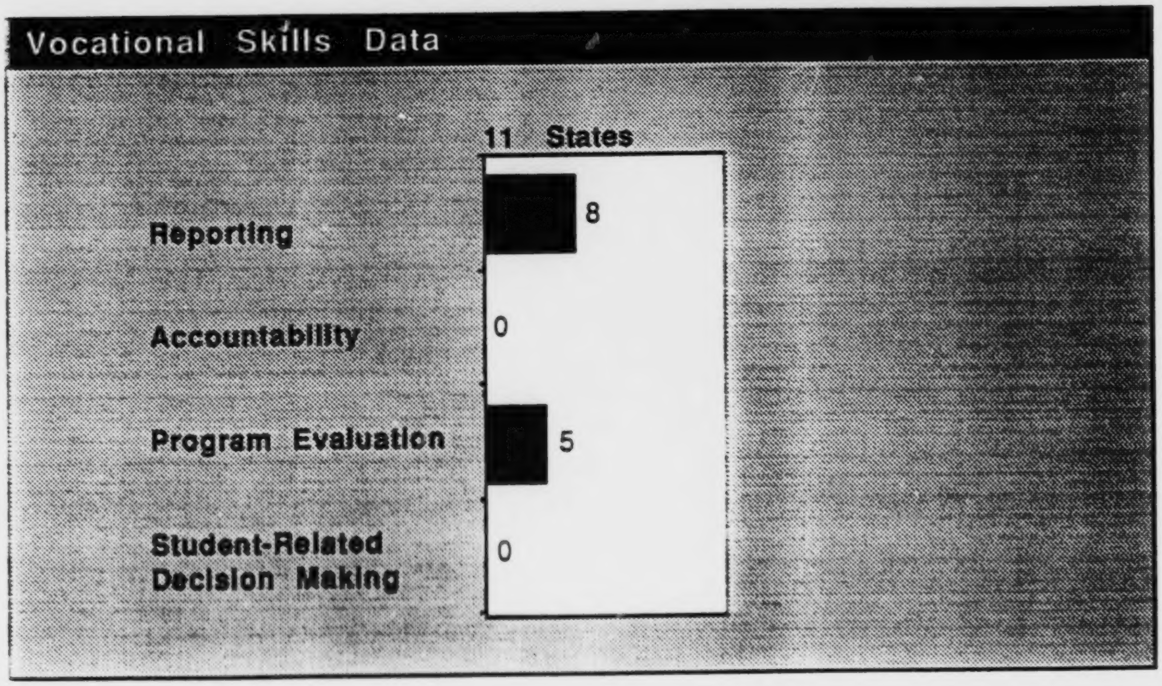

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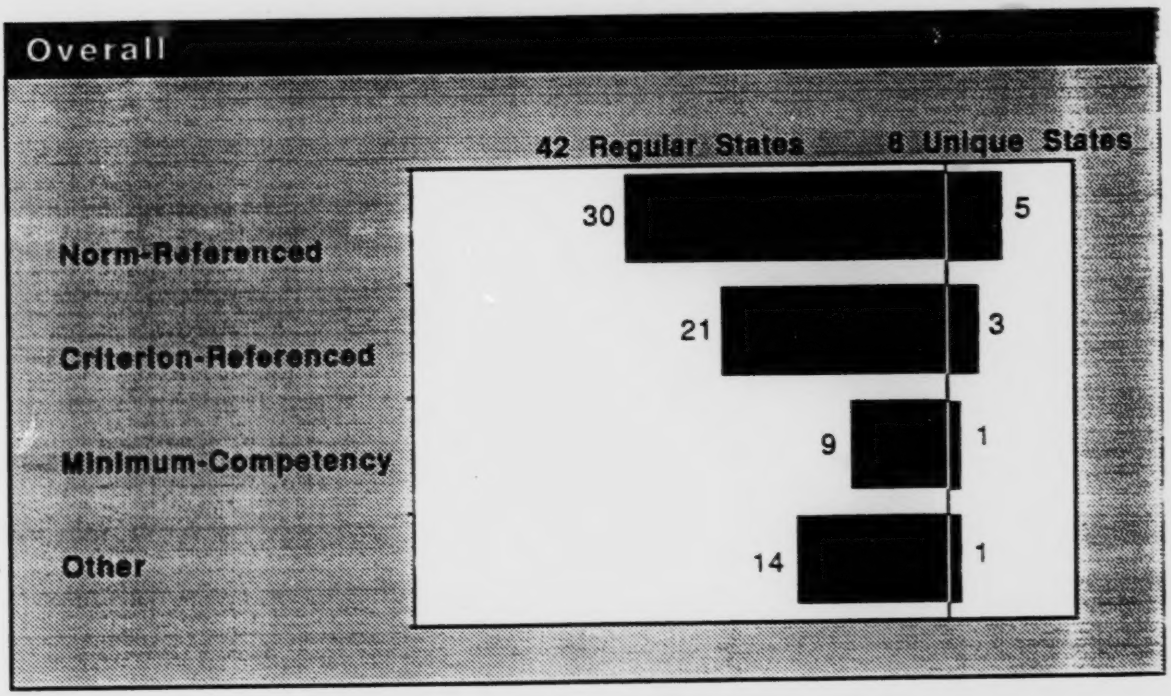
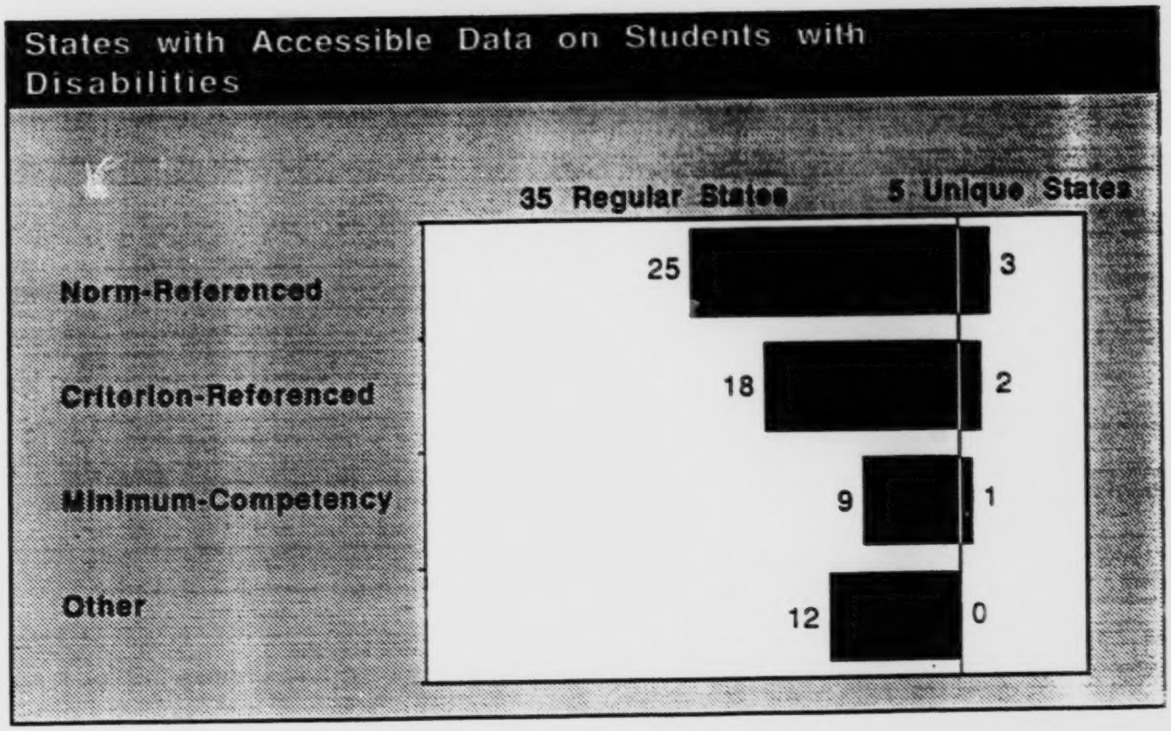
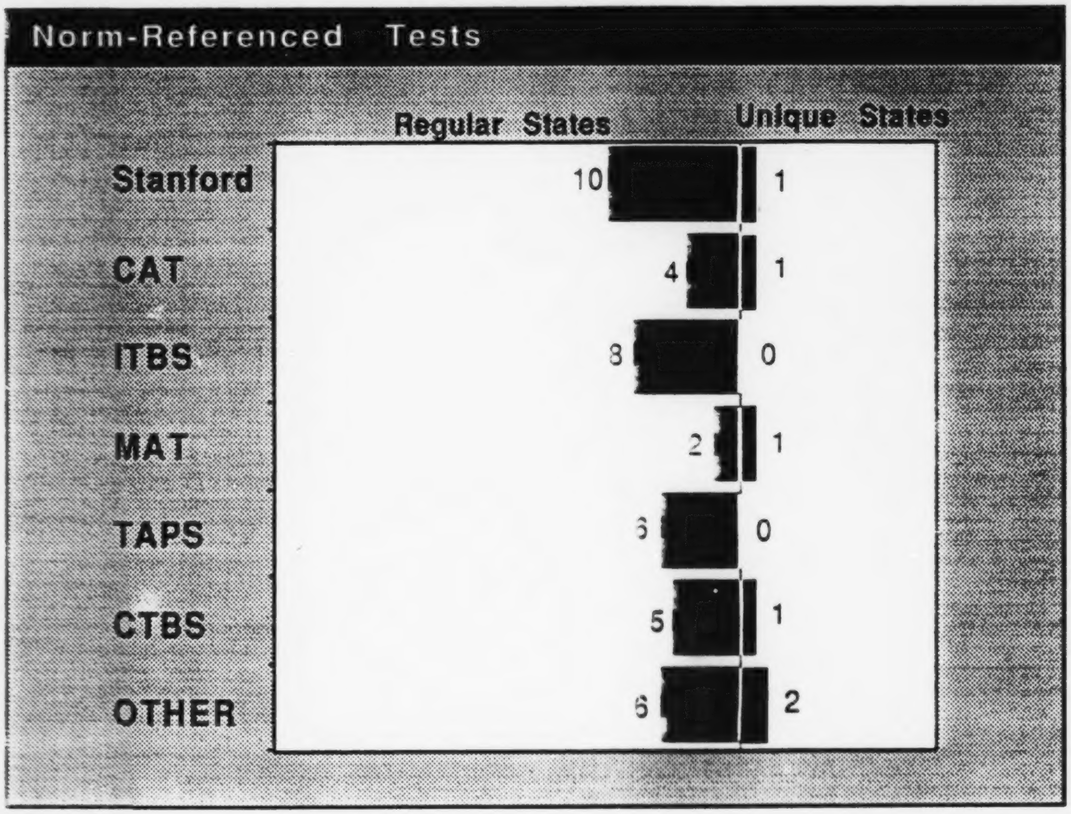
State Assessment of Outcomes ■ Figure 4 ■ Types of Achievement Assessments







CAT = California Achievement Test
CTBS = Comprehensive Test of Basic Skills
ITBS = Iowa Tests of Basic Skills
MAT = Metropolitan Achievement Test
Stanford = Stanford Achievement Test
TAPS = Tests of Achievement and Proficiency

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Norm-referenced Tests Used to Assess Reading and Math

STATE	CAT	CTBS	ITBS	MAT	Stanford	TAPS	Other
Alabama					●		
Alaska			●				
Arizona			●			●	
Arkansas					●		
Delaware					●		
Florida						●	
Georgia			●			●	
Hawaii					●		
Idaho			●			●	
Illinois							●
Indiana		●			●		
Iowa			●				
Kentucky							●
Louisiana	●						
Mississippi					●		
Nevada		●					
New Hampshire	●						
New Jersey						●	
New Mexico			●				

CAT = California Achievement Test
CTBS = Comprehensive Test of Basic Skills
ITBS = Iowa Tests of Basic Skills
MAT = Metropolitan Achievement Test
Stanford = Stanford Achievement Test
TAPS = Tests of Achievement and Proficiency

STATE	CAT	CTBS	ITBS	MAT	Stanford	TAPS	Other
North Carolina	●						
North Dakota		●					
Ohio	●		●		●		●
Oregon							●
Rhode Island				●			
South Carolina					●		
South Dakota					●		
Tennessee							●
Texas							●
Utah					●		
Virginia			●			●	
Washington		●		●			
West Virginia		●					
Am Samoa					●		
BIA		●					
CNMI	●						
RMI							●
Puerto Rico							●
USVI				●			

Including Students With Disabilities

Participation in Achievement Assessments

Figure 6

Students with disabilities who do not participate in general education achievement assessments often participate in alternative assessments. States using alternative forms of assessment are shown in Figure 6. Typically, the IEP is the focus of the alternative assessment.

Figure 7

Figure 7 illustrates, in summary form, the types of alternative student achievement data that are collected in those states that offer alternative achievement assessments. References to "IEP evaluation component" reflect some states' efforts to make greater use of the IEP document and annual evaluations of whetherstudents meet IEP objectives.

Figure 8

Although students with disabilities participate in most state-level achievement assessments, only thirty-five regular states and five unique states identify special education students in their data sets. Figure 8 shades those states where data are accessible for students with disabilities who participate in achievement testing. Some states do not have accessible data on students with disabilities because they choose not to separate students in special education from the general education population. Several other states want to identify students with disabilities because it provides them with achievement information on special education students.

Table 12

States find it difficult to estimate the number and percentage of students with disabilities who participate in statewide assessments. Estimates range from less than ten percent to more than ninety percent, with many states unable to provide estimates. In checking the percentages, participation rates vary considerably from one state to the next. Thirty-two states and six unique states have an estimate for the percentage of students with disabilities in state achievement assessments. Of those, forty-six percent say that less than one-fourth of students with disabilities take part in assessments. Only sixteen percent of the states say that more than seventy-five percent of the students participate in assessments.

There may be confusion about the inclusion of students with disabilities, as evident in discrepant responses from the special education and assessment personnel in four regular states and

Including students with disabilities involves more than identifying the numbers of students participating in assessments. It involves considering the available alternative assessments, the guidelines for determining who participates, and the allowable testing accommodations and adaptations.

one unique state. In two regular states, the special education personnel estimate higher inclusion percentages than the general assessment personnel. In two other states and one unique state, special education individuals estimate lower percentages than the assessment personnel.

Better data are needed on the educational outcomes of students with disabilities. A first logical step would be to find out how many students with disabilities actually participate in existing assessment systems. The next step would be to look at the variability in rates to determine ways to reduce it.

Accommodations

Table 13

States use many types of decision rules for inclusion. These rules take into consideration the level of service received, time in general education, student characteristics, and undefined decisions made at the local level (usually at the school level). Almost two thirds of the states with inclusion guidelines allow the decision to be made at the local level.

Approximately one third of the states use criteria such as student specific characteristics, level of service received and time in general education. Over two thirds of the states use a combination of criteria or decision rules. State personnel noting "other" in their responses identified the following types of considerations in their decision rules about inclusion: IEPs, state laws/board rules, extent of cognitive disability, and courses for which the student is mainstreamed. The emphasis on local control is evident in the types of decision rules used by states.

Table 14

Responsibility for deciding whether to include specific students with disabilities is often given to the IEP team. This is the case in more than three fourths of the states. Principals are identified as key decision makers in twenty-four percent of the states. An emphasis on local control is evident in who makes decisions about inclusion.

Figure 9

Many states have written rules about the inclusion of students with disabilities. The thirty-seven states and four unique states that have formal or written guidelines for inclusion decisions are shaded in Figure 9. Despite these guidelines, questions remain about how consistently they are implemented in different settings. Variations in participation can be attributable to whether decision makers include or exclude students with disabilities in large-scale assessments.

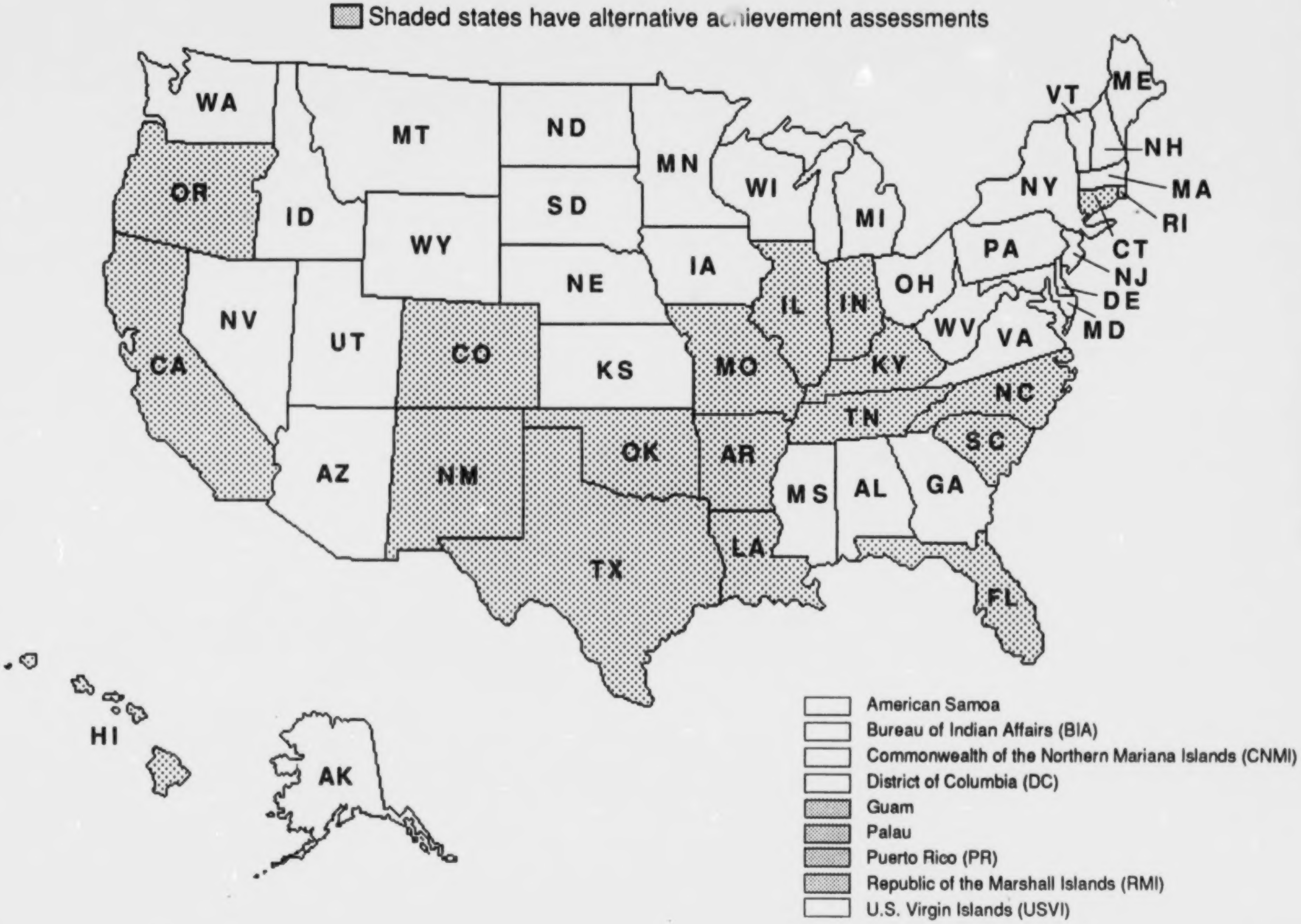
Figure 10

Accommodations in testing procedures often are necessary when students with disabilities participate in general education assessments. State education agencies in thirty-three regular and two unique states publish formal or written guidelines. In forty-six regular and six unique states, accommodations of some type are allowed.

Table 15

There are four main types of accommodations for students with disabilities: alternate presentation mode, alternate response mode, flexibility of time limits, and flexibility of setting. Table 15 presents the types of accommodations allowed by states and further indicates the types of alternate presentations and responses allowed by each state. Alternate presentation modes include Braille, oral reading, sign language, large print materials, and other IEP-determined modes. Alternate response modes include the use of computers, oral responses, sign language, and other IEP-determined modes. Numerous states indicated that all of these types of accommodations are available upon request.

States Using Alternative Achievement Assessments


▨ Shaded states have alternative achievement assessments
WA
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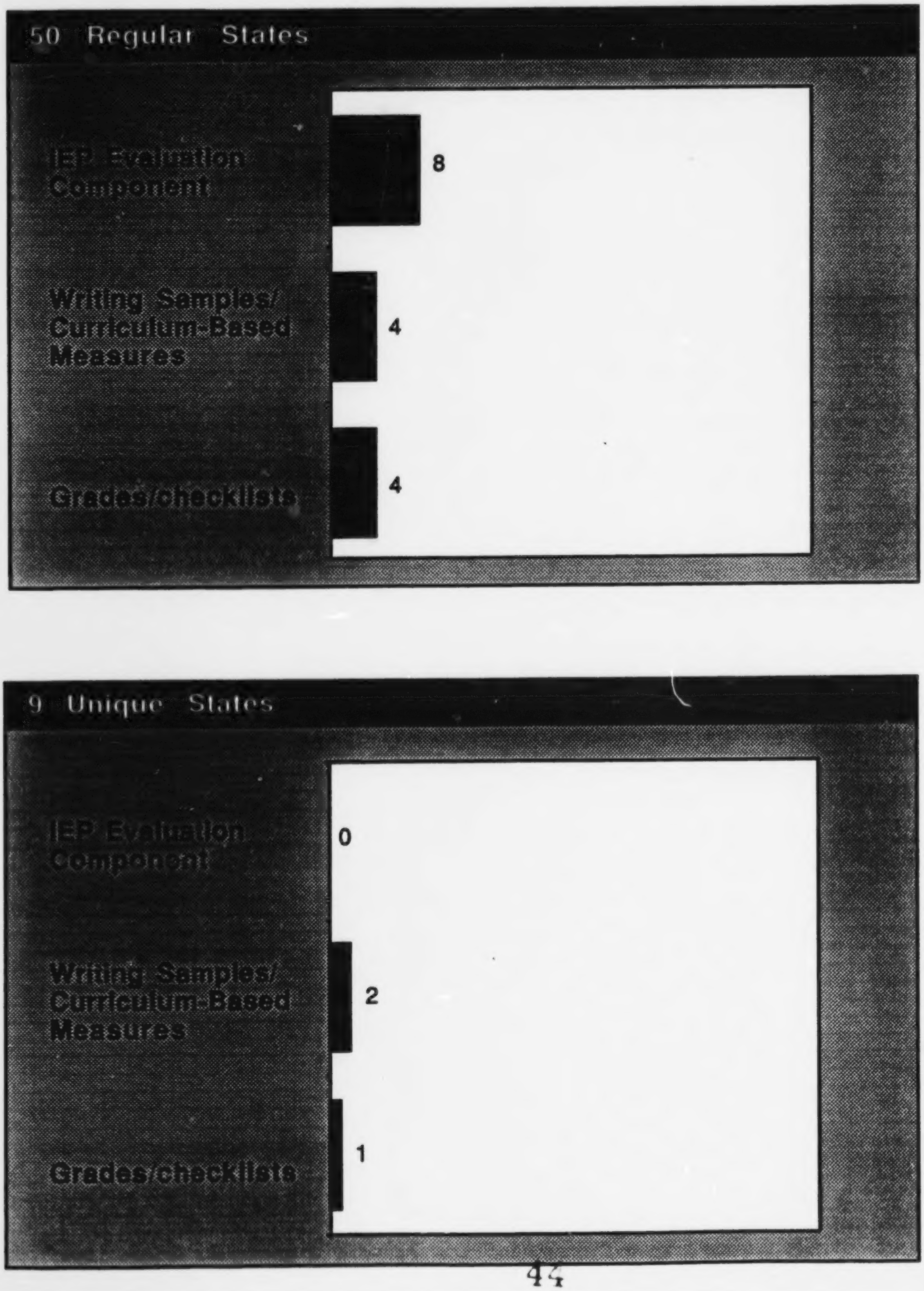
☐ American Samoa
☐ Bureau of Indian Affairs (BIA)
☐ Commonwealth of the Northern Mariana Islands (CNMI)
☐ District of Columbia (DC)
▨ Guam
▨ Palau
▨ Puerto Rico (PR)
▨ Republic of the Marshall Islands (RMI)
☐ U.S. Virgin Islands (USVI)

Including Students With Disabilities ■ Figure 7 ■ Alternative Assessments



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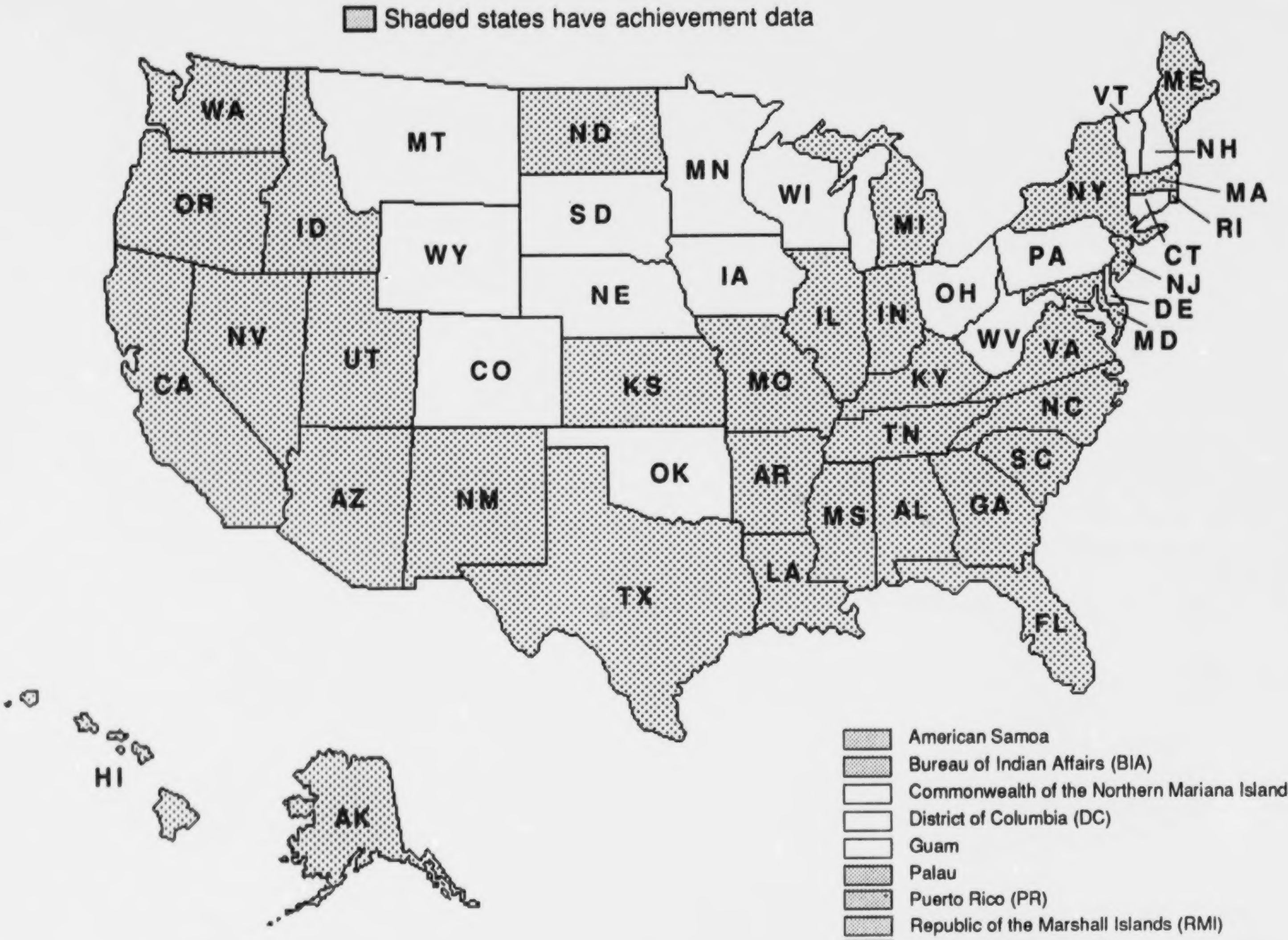
States with Accessible Achievement Data on Students with Disabilities



▨ Shaded states have achievement data
WA
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HI
AK

- ▨ American Samoa
- ▨ Bureau of Indian Affairs (BIA)
- ☐ Commonwealth of the Northern Mariana Islands (CNMI)
- ☐ District of Columbia (DC)
- ☐ Guam
- ▨ Palau
- ▨ Puerto Rico (PR)
- ▨ Republic of the Marshall Islands (RMI)
- ☐ U.S. Virgin Islands (USVI)

Estimated Participation of Students with Disabilities in State Achievement Assessments

STATE	Less than 10%	10%-24%	25%-49%	50%-74%	75%-90%	More than 90%	Don't know	Other
Alabama							●	
Alaska							●	
Arizona							●	
Arkansas							●	
California			●					
Colorado	●							
Connecticut			●					
Delaware				●				
Florida	●							
Georgia	●							
Hawaii	●							
Idaho			●					
Illinois							●	
Indiana					●			
Iowa			●					
Kansas		●						
Kentucky						●		
Louisiana	●							
Maine					●			
Maryland					●			
Massachusetts				●				
Michigan	●							
Minnesota	●							
Mississippi							●	
Missouri	●							
Montana							●	
Nebraska*								
Nevada								
New Hampshire								
New Jersey				●				

STATE	Less than 10%	10%-24%	25%-49%	50%-74%	75%-90%	More than 90%	Don't know	Other
New Mexico	●							
New York		●						
North Carolina					●			
North Dakota	●							
Ohio							●	
Oklahoma*								
Oregon			●					
Pennsylvania							●	
Rhode Island				●				
South Carolina				●				
South Dakota				●				
Tennessee			●					
Texas			●					
Utah							●	
Vermont							●	
Virginia							●	
Washington	●							
West Virginia							●	
Wisconsin	●							
Wyoming*								
Am Samoa					●			
BIA								
DC	●							
Guam	●							
CNMI			●					
RMI							●	
Palau		●						
Puerto Rico			●					
USVI								

* This information was unavailable or students didn't participate in assessment.

Decision Rules for Inclusion in State Assessments

STATE	Local Decision	Student Specific Characteristics	Level of Service Received	Time in General Education	Other
Alabama	●			●	●
Alaska	●	●	●		
Arizona	●				●
Arkansas	●		●		
California			●		
Colorado			●		
Connecticut	●				
Delaware	●	●	●		●
Florida					●
Georgia					●
Hawaii				●	
Idaho	●			●	
Illinois	●	●			●
Indiana				●	●
Iowa	●	●		●	
Kansas	●				●
Kentucky					●
Louisiana	●				●
Maine	●	●			●
Maryland					●
Massachusetts	●		●	●	●
Michigan	●			●	
Minnesota		●	●	●	
Mississippi	●		●	●	
Missouri	●			●	●
Montana	●	●			
Nebraska					
Nevada					●
New Hampshire					
New Jersey		●		●	●

STATE	Local Decision	Student Specific Characteristics	Level of Service Received	Time in General Education	Other
New Mexico	●		●		
New York		●			
North Carolina	●	●			
North Dakota	●	●		●	●
Ohio	●				
Oklahoma					
Oregon	●	●	●		
Pennsylvania	●			●	
Rhode Island	●		●	●	
South Carolina		●			
South Dakota	●				
Tennessee	●				
Texas	●	●	●	●	●
Utah		●			
Vermont	●				
Virginia	●	●	●		
Washington	●				●
West Virginia	●	●	●	●	●
Wisconsin	●				●
Wyoming					
Am Samoa	●		●	●	●
BIA					●
DC		●			●
Guam				●	
CNMI					
RMI					
Palau					●
Puerto Rico		●			
USVI	●				

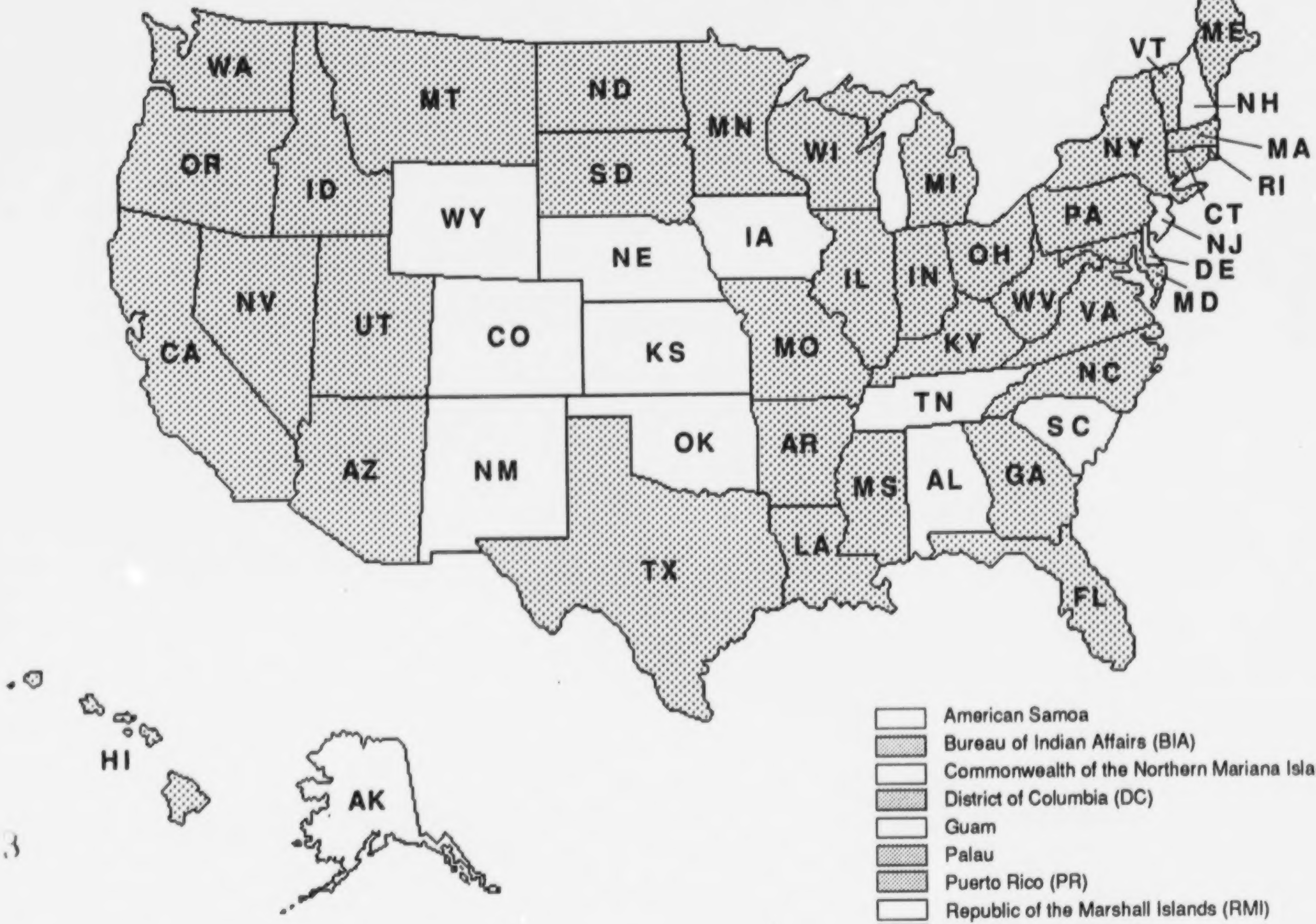
Decision Makers for Inclusion in State Assessments

STATE	IEP Team	State Agency Personnel (SEA)	Local Decision	School Principal	Teacher	Unspecified
Alabama	●					
Alaska	●					
Arizona	●					
Arkansas						
California	●	●				
Colorado	●					
Connecticut	●					
Delaware	●			●	●	●
Florida	●					
Georgia	●					
Hawaii				●		
Idaho	●			●		
Illinois	●					●
Indiana	●					
Iowa						
Kansas	●					
Kentucky	●					
Louisiana	●					
Maine	●					●
Maryland	●					
Massachusetts	●	●				
Michigan	●			●		
Minnesota					●	
Mississippi	●				●	
Missouri	●					
Montana						
Nebraska						
Nevada	●					
New Hampshire	●					●
New Jersey	●					

STATE	IEP Team	State Agency Personnel (SEA)	Lodal Decision	School Principal	Teacher	Unspecified
New Mexico	●					
New York						●
North Carolina	●					
North Dakota	●					●
Ohio	●					
Oklahoma						
Oregon	●		●	●	●	
Pennsylvania			●			
Rhode Island	●					
South Carolina	●					
South Dakota	●					
Tennessee	●					
Texas	●			●	●	
Utah				●		
Vermont						
Virginia	●					
Washington	●					
West Virginia	●					
Wisconsin	●					
Wyoming						
Am Samoa		●		●	●	●
BIA				●		
DC				●		
Guam			●			
CNMI				●		
RMI						
Palau					●	
Puerto Rico	●					
USVI				●		

States With Formal, Written Rules for Inclusion in Assessments

▨ Shaded states have formal/written rules


WA
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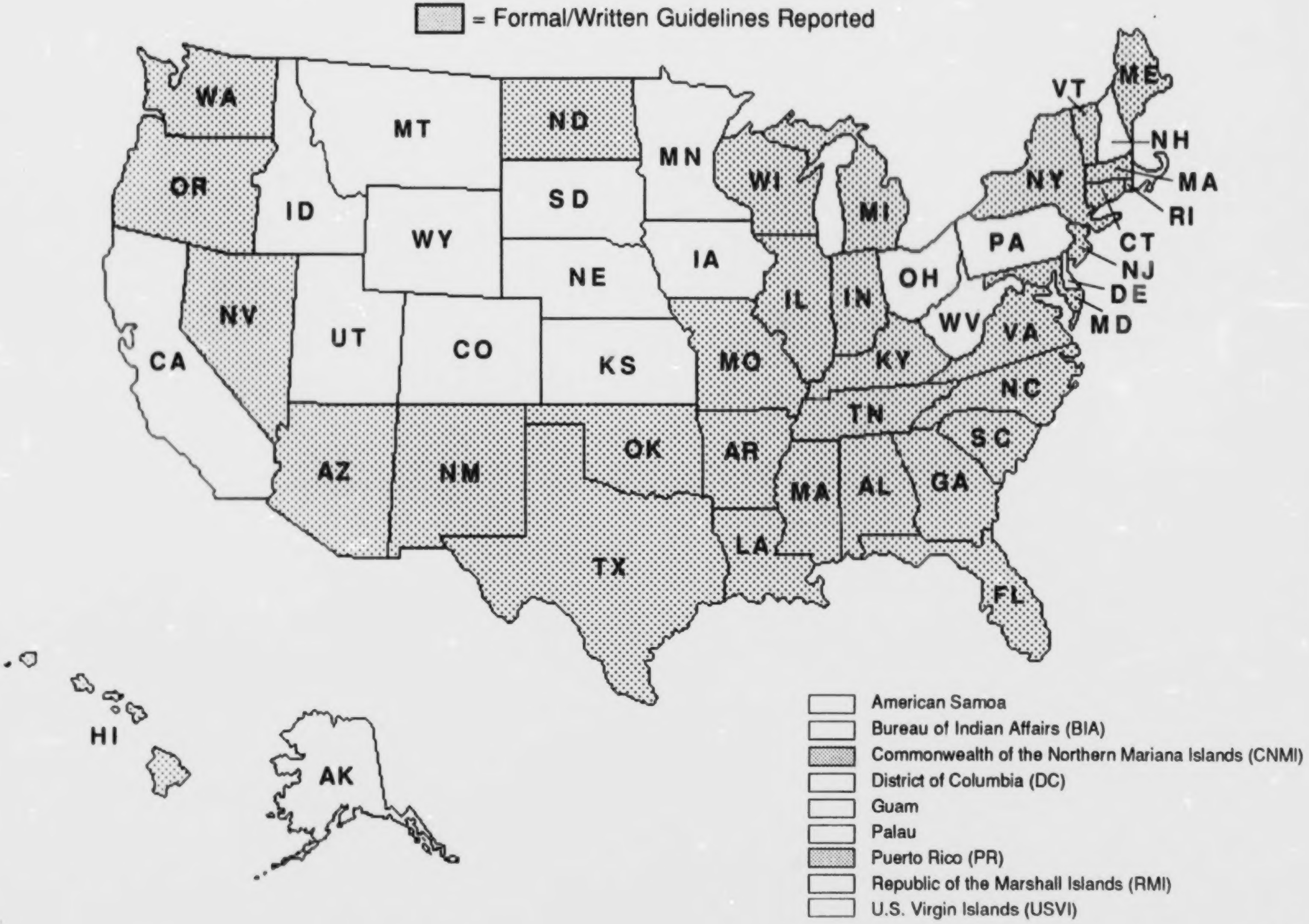
▨ District of Columbia (DC)
☐ Guam
▨ Palau
▨ Puerto Rico (PR)
☐ Republic of the Marshall Islands (RMI)
☐ U.S. Virgin Islands (USVI)

States With Formal, Written Testing Accommodation Guidelines


▨ = Formal/Written Guidelines Reported
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PA
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
WV
VA
KY
MO
TN
NC
SC
OK
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☐ American Samoa
☐ Bureau of Indian Affairs (BIA)
▨ Commonwealth of the Northern Mariana Islands (CNMI)
☐ District of Columbia (DC)
☐ Guam
☐ Palau
▨ Puerto Rico (PR)
☐ Republic of the Marshall Islands (RMI)
☐ U.S. Virgin Islands (USVI)

Testing Accommodations Allowed by States

	Flexible Time	Alternate Presentation Mode	Flexible Setting	Alternate Response Mode	Other	Braille	Oral Reading	Sign Language	IEP Determined	Large Print	Computer	Oral Response	Sign Language	IEP Determined
STATE	**Accommodation Type**					**Alternate Presentation**					**Alternate Response**			
Alabama		✓	✓	✓		✓	✓			✓	✓	✓		
Alaska		✓		✓		✓		✓	✓					✓
Arizona	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Arkansas	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
California		✓								✓				✓
Colorado		✓				✓				✓				
Connecticut	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓
Delaware		✓				✓		✓		✓				
Florida	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
Georgia	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Hawaii	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Idaho	✓	✓							✓	✓				
Illinois		✓				✓				✓				
Indiana	✓	✓	✓	✓		✓	✓		✓	✓				✓
Iowa*														
Kansas	✓	✓	✓	✓		✓	✓	✓	✓	✓				✓
Kentucky	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Louisiana	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maine	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Maryland	✓	✓	✓	✓					✓					
Massachusetts	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
Michigan	✓	✓	✓			✓			✓	✓				✓
Minnesota*														
Mississippi	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓		✓
Missouri	✓	✓	✓	✓					✓					✓
Montana*														
Nebraska*														
Nevada	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓
New Hampshire	✓	✓	✓	✓					✓					✓
New Jersey	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓		✓

STATE	Accommodation Type					Alternate Presentation					Alternate Response			
	Flexible Time	Alternate Presentation Mode	Flexible Setting	Alternate Response Mode	Other	Braille	Oral Reading	Sign Language	IEP Determined	Large Print	Computer	Oral Response	Sign Language	IEP Determined
New Mexico	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
New York	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
North Carolina	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
North Dakota	✓		✓	✓			✓					✓		✓
Ohio	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Oklahoma		✓		✓		✓	✓	✓	✓	✓				✓
Oregon	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pennsylvania	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Rhode Island		✓	✓	✓					✓	✓				
South Carolina	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓		
South Dakota		✓				✓		✓		✓				
Tennessee	✓	✓	✓	✓		✓		✓	✓					✓
Texas	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Utah		✓								✓				
Vermont					✓									
Virginia	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	
Washington	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	
West Virginia		✓		✓					✓					✓
Wisconsin	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Wyoming														
Am Samoa	✓	✓	✓	✓			✓	✓				✓	✓	
BIA		✓		✓			✓		✓					✓
DC				✓										✓
Guam		✓		✓		✓		✓					✓	
CNMI*														
RMI*														
Palau	✓	✓					✓							
Puerto Rico	✓	✓	✓	✓		✓				✓		✓		
USVI*														

* There was no response.

State Needs

Barriers to Outcomes Assessment and Assistance Needs

Table 16

Specific barriers to successful assessments have been listed in Table 16. These were identified by either the state director of special education or by assessment personnel in each state. The most prevalent barriers were related to system-wide issues, data use, and assessment instruments. Two states identified additional barriers to outcomes assessment: shortage of funding and lack of statewide consensus.

Table 17

States identify a range of assistance needs, asTable 17 illustrates. Sixty percent of the states think there is a need to increase stakeholder awareness of the value of outcomes information and forty-four percent believe technical advice is critical. The two states having responses in the "other" category mention funding and the development of assessment tools.

Successful state assessments of educational outcomes for students with disabilities are becoming more important for two reasons. One, because educational reforms are gaining public attention, and two, because parents and policymakers are asking educators to use accountability systems that focus on the ***results*** *of education. In the process of assessing educational outcomes, states identify specific barriers to outcomes assessment and a range of assistance needs.*

Perceived Barriers to Outcomes Assessment

STATE	Technical Expertise	LEA Concern About Data Use	Need for Useable Models	System-Wide Concerns	Staff Limitations	Time Limitations	Definitions of Outcomes	Teacher Concerns	Assessment Instruments	General Education Unit Concerns	Other
Alabama											
Alaska											
Arizona	●						●				
Arkansas	●	●	●	●	●	●	●	●	●	●	
California	●	●	●		●	●	●	●	●	●	
Colorado											
Connecticut		●					●		●		
Delaware			●	●							
Florida				●			●	●	●		
Georgia	●		●		●	●	●				
Hawaii			●						●		
Idaho		●		●			●	●	●	●	
Illinois											
Indiana		●									
Iowa	●	●		●			●	●			
Kansas	●			●		●	●	●		●	
Kentucky						●		●			
Louisiana					●	●					●
Maine			●	●		●	●	●	●		●
Maryland							●		●		
Massachusetts	●	●		●	●	●	●	●	●	●	
Michigan		●									
Minnesota			●					●	●	●	
Mississippi					●					●	
Missouri		●									
Montana											
Nebraska			●	●					●		
Nevada			●						●		
New Hampshire						●					
New Jersey		●	●	●	●		●		●		

STATE	Technical Expertise	LEA Concern About Data Use	Need for Useable Models	System-Wide Concerns	Staff Limitations	Time Limitations	Definitions of Outcomes	Teacher Concerns	Assessment Instruments	General Education Unit Concerns	Other
New Mexico		•	•	•				•	•	•	
New York			•				•				
North Carolina		•		•				•		•	
North Dakota			•						•		
Ohio		•	•	•	•			•			
Oklahoma					•	•	•		•	•	
Oregon	•	•		•				•	•	•	
Pennsylvania			•				•				
Rhode Island		•	•		•	•	•				
South Carolina		•		•				•			
South Dakota		•		•				•			
Tennessee		•	•	•	•	•	•	•	•		
Texas		•		•					•		
Utah				•							
Vermont		•	•		•	•		•			
Virginia		•	•						•	•	
Washington											
West Virginia	•	•		•		•					
Wisconsin											
Wyoming	•		•	•		•					
Am Samoa	•			•			•		•	•	
BIA		•		•				•			
DC											
Guam				•	•		•			•	
CNMI								•			
RMI								•			
Palau			•							•	
Puerto Rico			•							•	
USVI					•						

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State Assistance Needs for Outcomes Assessment

STATE	OSEP Guidance	Staff Allocation	Stakeholder Awareness	Technical Advice	Inservice Training	Policy Advice	Time	General Resources	Other
Alabama									
Alaska		●	●				●	●	
Arizona			●			●			
Arkansas	●	●	●	●	●	●	●	●	
California	●	●	●	●	●	●	●	●	
Colorado									
Connecticut		●	●						
Delaware			●	●		●	●		
Florida			●		●		●		
Georgia		●	●		●	●	●		
Hawaii						●			
Idaho		●	●				●	●	
Illinois									
Indiana			●	●	●	●			
Iowa	●		●	●	●	●		●	
Kansas	●	●	●	●	●		●		
Kentucky		●	●				●		
Louisiana		●	●	●			●	●	●
Maine			●		●		●	●	
Maryland			●	●				●	
Massachusetts		●	●				●		
Michigan			●						
Minnesota			●	●	●	●	●	●	
Mississippi			●						
Missouri					●				
Montana									
Nebraska	●	●	●	●	●	●	●		
Nevada				●				●	
New Hampshire			●	●		●			
New Jersey	●	●		●		●	●		

STATE	OSEP Guidance	Staff Allocation	Stakeholder Awareness	Technical Advice	Inservice Training	Policy Advice	Time	General Resources	Other
New Mexico			●		●	●	●	●	
New York			●	●					
North Carolina			●		●		●		
North Dakota									●
Ohio			●	●	●			●	
Oklahoma							●		
Oregon	●	●	●	●	●	●	●	●	
Pennsylvania				●					
Rhode Island			●	●					
South Carolina			●	●					
South Dakota	●		●						
Tennessee		●	●		●		●		
Texas				●	●	●			
Utah									
Vermont		●	●	●	●		●	●	
Virginia	●								
Washington									
West Virginia			●	●			●	●	
Wisconsin									
Wyoming		●			●		●	●	
Am Samoa	●	●	●	●					
BIA			●	●	●	●	●	●	
DC									
Guam		●			●			●	
CNMI				●					
RMI									
Palau				●	●				
Puerto Rico				●					
USVI	●		●			●			

Practices, Programs, and Plans

Practices, Programs, and Plans Related to Outcomes

Table 18

States are engaging in many outcomes-related practices and making plans for future state-level outcomes activities. Table 18 lists the general categories of outcomes-related activities being emphasized in states, according to the responses of State Directors of Special Education.

Most states with computer/ management information systems have invested in data management systems to maintain comprehensive records of special education students' school careers. Some of these systems (e.g., Ohio, USVI) are being designed to follow students after they leave school.

States that mentioned coordination with general education often had joint efforts between special education and general education when designing assessment systems (e.g., Arkansas, BIA, California, Georgia, Minnesota, New Mexico). States also mentioned efforts to increase cooperation and collaboration between special education and general education at all levels within their states.

Several states now have transition/follow-up/follow-along programs. These efforts to collect outcomes information on former students usually start with federal funds and often involve state departments of education.

Almost all of the assessment/ measurement and testing programs are aimed at collecting better information on the achievement of students with disabilities (e.g., California, Michigan, North Carolina).

A few states (e.g., Arkansas, Delaware, Iowa, Louisiana, Rhode Island) have begun formalizing their shift to an outcomes-oriented focus through their state agency.

Several states incorporate outcomes-oriented principles by implementing initiatives such as outcomes-based education models, performance assessments, performance accreditations, and collaborative teaching methods. Additionally, states are increasing assessment participation, including special education in learner outcomes, and developing state indicators.

Compared to 1991, states are more active in assessment innovations. In all the categories but assessment/ testing programs, the number of states reporting new initiatives is significantly higher in 1992. The greatest activity increase occurs in the area of coordination with general education followed by substantial increases in the use of computer/ management information systems, transition/follow-up/follow-along programs, and models/indicators.

Practices, Programs and Plans of States

STATE	Computer/Management Information Systems	Coordination with General Education	Transition/Followup Programs	Assessment/Testing Programs	Models/Indicator Development	Monitoring IEP/Evaluation	Other
Alabama							
Alaska							
Arizona			●	●			
Arkansas	●	●	●	●	●	●	
California		●		●			
Colorado							
Connecticut							
Delaware	●	●	●	●	●	●	
Florida	●		●				
Georgia	●	●	●				
Hawaii			●			●	
Idaho	●		●			●	
Illinois							
Indiana		●	●	●		●	
Iowa	●	●	●		●		●
Kansas	●				●		
Kentucky		●	●	●			
Louisiana	●	●	●	●	●	●	
Maine				●			●
Maryland							●
Massachusetts							
Michigan				●	●		
Minnesota	●	●	●				
Mississippi							
Missouri					●		
Montana							
Nebraska			●				
Nevada		●	●				
New Hampshire	●	●					
New Jersey							

STATE	Computer/Management Information Systems	Coordination with General Education	Transition/Followup Programs	Assessment/Testing Programs	Models/Indicator Development	Monitoring IEP/Evaluation	Other
New Mexico		●	●	●	●		
New York	●						
North Carolina				●			●
North Dakota				●	●		
Ohio	●	●					
Oklahoma							
Oregon		●	●	●			●
Pennsylvania		●					●
Rhode Island					●		●
South Carolina	●			●			
South Dakota				●			
Tennessee							
Texas							
Utah							
Vermont							●
Virginia				●			
Washington							
West Virginia	●	●					
Wisconsin		●					
Wyoming							
Am Samoa	●	●	●			●	
BIA		●	●		●	●	
DC							
Guam							
CNMI							●
RMI		●					
Palau							
Puerto Rico							
USVI	●			●			

State Highlights

NCEO periodically visits states to find out more about how they assess the outcomes of students with disabilities. One goal of this activity is to gain a better understanding of the context in which assessments occur, and how this forms the basis for decisions to proceed in one way rather than another.

During 1992, NCEO staff visited Arizona, Kentucky, Michigan, and Utah. They talked to many individuals and looked at numerous documents. They found that each state approached the assessment of educational outcomes of students with disabilities differently. These approaches were highlighted, along with some of the context that influences the direction of assessment, and presented here.

Arizona

Signed into law by the Arizona State Legislature on May 16, 1990, the Arizona Student Assessment Program (ASAP) exists as a comprehensive program to improve teaching, learning and assessing in the Arizona schools. It consists of six components:

1) **Essential skills**
2) **Performance-based assessment**
3) **Norm-referenced testing**
4) **District Assessment Plan**
5) **Essential skills completion report**
6) **District and school report cards.**

The ASAP initiative emerged from public concern about student achievement, accountability and assessment. It was developed to create a new approach to curriculum and assessment that would achieve higher standards and more meaningful assessments of students' knowledge and skills. To that end, the key components of ASAP were the essential skills competencies and the performance-based assessments.

Arizona uses two types of assessments to measure student achievement: norm-referenced and performance-based assessment. *The Iowa Test of Basic Skills* (ITBS) is administered at grades 4, 7, and 11. These tests provide the state with a way to compare their students' achievement.

Arizona is developing a set of performance-based assessments to test students' knowledge and measure those skills that correspond with the essential skills competencies. These competencies form a state curriculum framework and consist of representative skills across five academic domains: reading, writing, mathematics, social studies, and science. The skills require higher-order thinking, stress integrated problem-solving capabilities and define what students should know and be able to do by the end of 3rd, 8th, and 12th grades.

Assessments are developed according to Department of Education specifications and undergo a lengthly review process to detect gender and/or cultural biases. A total of 201 performance-based assessments exist within the K-12 block in the areas of reading, mathematics and writing. These assessments serve both accountability and instructional purposes. Each spring, all students in grades 3, 8 and 12 are formally assessed with one form of the performance-based assessment. Two other parallel forms have been developed for teachers to use in each grade for instructional planning, instruction, or assessment.

An Arizona statute requires that all students have the opportunity to master the essential skills and participate in the performance-based assessments. Therefore, students with disabilities who are exempt from the norm-referenced testing have the opportunity to be included in the performance-based assessments. Performance-based assessments can be done using a mediated assessment for those students with an IEP under the *Individuals with Disabilities Eduation Act* (PL 101-476), or with an accommodation plan under Section 504 of the *Rehabilitation Act of 1973.*

Formal guidelines for mediated assessment have been established as part of ASAP. Mediation refers to any assistance relating to a student's disability or special circumstances and given to that student by the test administrator. Examples include flexible time allocation, flexible setting, visual aids, and translations of English text. Limited English Proficiency students who fall within the guidelines may take the assessment with mediation. Spanish versions of the performance-based assessment at all three grade levels are offered to eligible Spanish-speaking children as determined by their teachers.

The performance-based assessments were piloted in spring 1992 to provide baseline data of student performance and to determine the reliability and validity of measuring the standards. A total of 113,000 students participated, including students with disabilities. Assessment results were published in the summer of 1992, with data reported by district, school, special program, primary language, ethnicity, and gender.

The Arizona Department of Education requires each school district to complete and submit a *District Assessment Plan*. The purpose of the plan is to report how and when students will be assessed on the essential skills throughout the grades. Districts are required to set mastery levels for the essential skills in reading, writing and mathematics and to describe how they will report and use the results of assessments. Starting in spring 1993, districts are also required to report the percent of 3rd, 8th and 12th grade students who achieve those levels. Districts may use a variety of testing options to assess the essential skills and can include the district's own criterion-referenced tests or portfolio assessments, or the state's performance-based assessments.

Since all students are expected to learn the essential skills, districts must consider the needs of all students when developing the *District Assessment Plan*. District plans must include assurance statements that reflect the inclusion of students in Chapter 1, vocational, bilingual, Indian, migrant, and Special Education programs. IEP teams also need to continue identifying the appropriate type and level of essential skills that students are expected to master.

Implementation of ASAP is intended to help develop inclusion rather than exclusion from the performance-based assessment program for students with disabilities. The Arizona Department of Education has published the results of 67 ASAP performance assessments at the state level, norm-referenced data at both the state and district level, and in 1993, ASAP assessments at the district and school level.

Kentucky

The *Kentucky Reform Act* (KERA) of 1990 forms the basis for massive change in the state's educational system. It is the result of a lawsuit brought against Kentucky by the Coalition for Better Education (CBE), which represents 65 school districts. The successful 1988 lawsuit finds the state's funding mechanisms inequitable and mandates that the educational system be redesigned.

The cornerstone of this reform effort has been its commitment to a unitary system of education. In this, special education has been involved from the outset, especially in the mandated reform committees (Curriculum, Governance, and Finance). The Curriculum Committee has established six learning goals for all students, and built a set of 75 valued outcomes related to the six goals. These outcomes have been developed with the input of the business and educational communities, including special education.

To measure progress toward the outcomes, an assessment system, the Kentucky Instructional Results and Information System (KIRIS), has been established. Based on the principles of outcome-based education, KIRIS seeks to include all students in the assessment and accountability processes under KERA. The KIRIS assessments come under the direction of content area advisory committees with members from the Department of Education, the University of Kentucky, and Advanced Systems for Measurement and Evaluation. There are three parts to KIRIS:

- Transitional items - include multiple choice and open-ended probes for written language, mathematics, science, social studies, and reading
- Writing portfolios - include each student's best work from one school year
- Performance events - are planned activities that call for students to solve simulated, real-life problems.

Students' results are reported in four performance levels: novice, apprentice, proficient, and distinguished. All students in grades 4, 8, and 12 are assessed.

For students' with disabilities who become exempt by the action of an Admissions and Release Committee (ARC), there is an alternative assessment system: the ***Alternate Portfolio Assessment.*** This program is for those students whose demonstrated cognitive ability and adaptive behavior prevents completion of the regular course of study even with program modifications. Schools may not place more than 2% of their population in the *Alternate Portfolio.* Schools that do exceed this percentage are monitored by the state agency. The key concepts of the *Alternate Portfolio* are:

1) Scores of students participating in the assessment are weighted equally with those of students participating in the regular assessment for the school's accountability purposes
2) No preconceived notionexists on what entries to the student's portfolio must look like, providing that each entry is related to the state's valued outcomes.

The unique part of Kentucky's approach under KERA is the expenditure of significant resources to assure that **all** students are included in the state assessment system.

Michigan

The Michigan Department of Education collects student achievement data through the Michigan Educational Assessment Program (MEAP). Students are tested on state essential performance objectives for reading, mathematics, and science. Reading and math are assessed in grades 4, 7, and 10; science is tested in grades 5, 8, and 11. MEAP tests are criterion-referenced, standardized achievement batteries. Results are intended to document changes in student achievement relative to the essential skills for each content area. Data are reported at each level and can be used by individuals, schools, and districts. Students with disabilities are included in MEAP if they receive fifty-one percent or more of their reading or English instruction in the mainstream setting. Local school personnel may also exclude a student if he or she is "too physically, mentally, or emotionally impaired to manage in a testing situation." Approximately ten percent of the 1990-1991 MEAP students are students with disabilities. The Department of Education estimates that about eighteen percent of students with disabilities who were potential participants are included in the assessment.

Recent changes in assessment practices for Michigan were made by the State School Aid Act of 1991. It mandates each student to have a portfolio containing records of planning, academic achievements, recognition and accomplishments, and career and job preparation. It also requires the state to develop a new proficiency testing system in communication, mathematics, and science (and perhaps others) to determine student eligibility for a state-endorsed diploma. The State Board of Education makes the decision about inclusion or exclusion of students with disabilities in the new testing program.

The Special Education Unit of Michigan has been involved in outcomes planning and evaluation since 1987. It has contracted with the Center for Quality

Special Education (CQSE) to develop comprehensive descriptions and evaluations of student outcomes for each disability category. The emphasis of Michigan's outcomes effort has been to guide individual student evaluation and instruction.

CQSE delineates broad learner outcomes that are further defined by age level performance indicators (called On-Target Abilities). It has Exit Performance Assessments that evaluate a student's progress toward specific outcomes and evaluations that profile a learner's overall performance. Learner profiles show each On-Target Ability scored on a scale from "emerging skill" to "strong skill." These profiles serve as a basis to transform outcomes into objective statements to be used for IEP planning. Student profiles that show some percentage of objectives met may be aggregated for school district or state reports.

Using Special Education outcomes materials is optional. But, the Outcomes Training Project. provides a major effort in professional development. Over 9000 professionals have been trained to use CQSE materials.

Utah

In 1990, Utah replaced its fifteen-year-old assessment program with the Statewide Testing Program. This program developed in response to concerns about school accountability for student achievement and interest in a system that allowed for quantifiable comparisions of student achievement. The state legislature mandated an annual statewide testing program that uses a norm-referenced achievement test. *The Stanford 8* was chosen to assess all students in grades 5, 8 and 11.

The Statewide Testing Program uses NAEP exclusion criteria, making students exempt from testing if they: (1) are in the mainstream setting less than 50% of the school day, (2) meet Limited English Proficiency criteria, or (3) meet emergency exclusion criteria. The Department of Education provides Braille and large print editions of the *Stanford 8* as part of the program. It encourages staff to make other accommodations as necessary to obtain information about the student, but those results are not included in the school profile. The department does not monitor exclusion per se, but publishes both the results of the test and the participation rates. An estimated 97% of the student population in grades five and eight and 92% in grade eleven participate in the statewide test. The state-mandated testing gives a school by school and district by district comparison of academic achievement scores of students.

Utah also has a separate assessment program known as the Core Assessment Program (CAP). This voluntary program supports classroom instruction; it is not an accountability system. CAP consists of a series of criterion-referenced tests (CRTs) that are designed to test concepts in Utah's Core Curriculum.

Neither CAP nor the Core Curriculum are mandated, but both result from State Board of Education graduation requirements established in 1984. Those requirements demand that all students master certain elements of the Core Curriculum, including students with disabilities unless they are exempted or modified by an IEP (on a case by case basis). Districts must assess student performance on the Core Curriculum through a criterion measure of their choice, however most districts use some piece of the Core Assessment Program. Information about student performance is provided at the individual, school, district, and state levels. Data are not disaggregated for special education populations. Schools are not required but are strongly encouraged to share CAP information with parents.

Additionally, Utah has been developing performance assessments with a model that uses eight evaluative criteria and considers the needs of districts and teachers. The first phase of assessments, scheduled for implementation in 1993, includes math, science and social studies. It consists of four exercises per grade level for teachers to use and one cumulative exercise per grade level for districts to conduct a district-level assessment. Possible expansion of the model into other curriculum areas depends on how well it works in the first phase.

State Activities in Selected Outcomes Areas

State	Academic Achievement	Post-School Status
ALABAMA	Alabama collects information using the *Integrated Reading and Writing Assessment for Grade Two*, the *Basic Competency Tests (BCT)* (grades 3, 6, & 9), the *Stanford Achievement Test* (grades 4 & 8), the *Otis-Lennon School Ability Test* (grades 4 & 8), the *Alabama Direct Assessment of Writing: Grade Five*, the *Alabama Direct Assessment of Writing: Grade Seven*, the *Algebra I End-of-Course Test*, and the *Alabama High School Graduation Examination* (AHSGE). All are part of a general education effort. All assessments are administered twice (fall and spring) in grades 11 and 12 (students first take the examination in the fall of the 11th grade; those failing have additional opportunities to pass as they proceed in school). The decision to include a student with disabilities is made by the student's IEP committee. Test accommodations, if needed, are available.	Alabama collects employment information on special education students who have been placed in jobs by vocational education programs. Data are gathered by local units, using state-developed follow-up questionnaires, and are reported to the state. This type of information has been gathered for about 10 years, mostly on students considered to have mild disabilities. Reports are sent to local education agencies and to the legislature where the information is used for funding requirements and related decisions.
ALASKA	Alaska started collecteng information in 1989 using the *Iowa Test of Basic Skills* in grades 4, 6, and 8. All areas in the test are used, which includes reading (including vocabulary), language (including spelling) and math. All achievement data are collected annually (in designated grades) through a general education effort. All students with disabilities participate in the assessment, unless the IEP states that this measurement is inappropriate for the child. The collected information is presented in an annual report and used to provide the state department with basic information on school districts. In addition, the information is also reported to parents and used for accountability purposes.	
ARIZONA	For 10 years, Arizona has been collecting information on reading, math, and language arts using the *Iowa Test of Basic Skills* and the *Tests of Achievement and Proficiency*. Administration of these instruments is required once a year in grades 2-11, and optional in grades 1 and 12. All students with disabilities participate to the extent recommended by the IEP team. The tests are administered locally. A contractor scores the locally administered tests and submits reports to the local units and state unit. The information is thus used to produce both state and local reports.	Arizona temporarily collects information on unemployment, emrollment in school, and living arrangements for all special education students as part of a Federal Grant. Multiple sources, including teachers, parents, and students are used in the information-gathering effort. The information that is collected is used for program evaluation.

Vocational Skills	Functional Living	Attitudes and Aspirations
Data located elsewhere for summary purposes.		Alabama collects data on vocational interest, aptitude, and aspirations using the *Differential Aptitude Tests with Career Interest Inventory*. This information is collected in the 9th grade through a general education effort. The decision whether to include a student with disabilities is made by the student's IEP committee. Limited test accommodations are available. If the assessment is deemed inappropriate, an individual vocational evaluation is available through Vocational Rehabilitation.

State	Academic Achievement	Post-School Status
ARKANSAS	Arkansas collects information using both the state-developed *Minimum Performance Tests* (grades 3, 6, 8) and the *Stanford Achievement Tests* (grades 5, 7, 10). State-developed test information is collected on reading achievement in grades 3, 6, and 8, on math achievement in grade 3, and on language arts, social studies, and science in grades 6 and 8. The test is used in grades 3 and 6 to formulate an academic improvement plan, and in grade 8 to determine promotion to 9th grade. With the *Stanford*, information is collected on reading (including word knowledge and word analysis), math, language (including spelling), science, and social studies in grades 5, 7, and 10. All achievement information is collected once during the designated grades through a general education effort that started in approximately 1983. All students with disabilities participate in the state-developed tests "if applicable." Only those students with disabilities who are receiving resource level help are included in the *Stanford* testing (i.e., those in self-contained classes are excluded). Generally, participation in the testing program is left to the discretion of the students, parent, and/or district. Arkansas also sends the data to an outside contractor, who returns a report to the state. The *Metropolitan* is used internally to assess school district performance and is included in state reports.	
CALIFORNIA	California used the *California Assessment Program* (CAP) since the mid 1970s to collect information on reading comprehension, math calculation, spelling, and written language in grades 3, 6, 8, and 12. These data were collected annually (in the designated grades). The system has been suspended and a new approach was pilot-tested during 1991-92. In the former system, local schools administer group tests that are sent to the state. Information on the new system was not provided.	
COLORADO	Since 1984, Colorado has annually collected data on placements after preschool for all students with disabilities. Data are collected by the University of Colorado on placements after preschool (grades K-12) in comparison to children without preschool experience.Variables range from language scores to educational costs. The data are used for planning, particularly related to PL 99-457.	

Vocational Skills	Functional Living	Attitudes and Aspirations

State Activities in Selected Outcomes Areas

State	Academic Achievement	Post-School Status
CONNECTICUT	Connecticut collects achievement information in math, language arts, and writing in grades 4, 6, and 8 using the state criterion-referenced *Connecticut Mastery Test* (CMT). This locally implemented general education effort is managed, scored, and reported at the state level. The CMT has been given annually since 1985. Students with disabilities have participated since 1989-90. While any student with a disability may participate, 60-75% of those who do are students with mild disabilities (LD, SED). CMTdata are used for: (1) reporting to the state, (2) reporting to districts, (3) reporting to parents, (4) program evaluation, (5) assessing students' basic skills and need for remedial help, (6) accountability and equity issues, and (7) assessing special education outcomes.	
DELAWARE	For academic achievement, Delaware's general education unit collects math, reading, and language arts data in grades 3, 6, 8, and 11 using the *Stanford Achievement Test* for all students, unless exempt by IEP or a local level decision. Contractors annually collect data in the districts and submit it to the state where it gets reported back to schools, districts, Chapter 1, and parents. In addition, the information is used for accountability purposes. The special education unit also collects grades in all course work for all secondary-level students. Districts submit transcripts to the state from 9th grade and the year of exit. The state uses the information for decisions about transition.	Delaware has two postsecondary status grants: 1) to develop a transition model, and 2) to develop a follow-along tracking system from 9th grade through 2-3 years post school. The special education unit collects district information on employment, wages, living arrangements, and school enrollment for all special education students in 9th grade and the year of exit. Districts collect and submit data to the state. Started in 1989, the follow-up grant annually conducts telephone interviews for all disability groups. This enables cross-file access and tracking of individual students. The state uses the information for long range planning and for evaluation of program effectiveness.
FLORIDA	Florida uses a state criterion-referenced high school graduation test to measure minimum student performance standards in communications and mathematics for all 11th grade students. It has a norm-referenced test for all students in grade 10. Students with disabilities are not required to participate. Score reports are provided and national comparison data included for those students who took the test under standardized conditions. A new writing performance test is being given in grades 4, 8, and 10. Although participation has not yet been determined, student responses will be holistically scored according to a specified rubric. Districts administer the tests and the state provides scoring and reporting services. All programs generate student, school, district, and state level information.	The Florida Education Training and Placement Information Program (FETPIP) and OSEP grant personnel are using multiple sources to collect information on the type of employment (military, private sector, or civil service), quarterly wages, and post-secondary education of graduating special education students (1-2 years post-school). Information is collected locally and reported to the state. The state uses the data to report back to the districts. The program has been operating since 1989.

Vocational Skills

The special education unit annually collects for the state: grades in vocational courses, types of support needed for employment, and types of work experience students had in school. For several years, the data have been collected through transcripts and exit interview forms for all students with disabilities in grades 9 and 12, and on exit information forms for all students in grade 12. The data are used for: deciding long-term planning for adult services, providing feedback to the districts, evaluating program quality and effectiveness, and making program changes.

The Division of Vocational Adult and Community Education annually collects data on vocational program enrollment, completion, and placement of grades 7-12 and post-school students within one year of program completion. Forms indicate who completes programs and who gains marketable skills. The data have been collected locally since 1986 and reported to the state where it is used to: report to the districts, match individuals to employment, monitor enrollment in community colleges and universities, report an analysis to the State Board of Vocational Education, legislature and other agencies, and evaluate the program. A 1992 bill, HB 167, will help study the progress of disabled students in these programs.

Functional Living

Attitudes and Aspirations

Information located elsewhere for summary purposes.

State	Academic Achievement	Post-School Status
GEORGIA	Georgia collects information once a year on reading, math, writing, science, social studies, work study skills, and school readiness. A new statewide testing program is using state criterion-referenced tests: the (1991-92) *Georgia Curriculum-Based Assessments* in grades 3, 5, and 8 (for science, social studies, language arts, reading, mathematics, and writing) and the *Georgia Basic Skills Test* (GBST) in grade 10 (for reading, mathematics, and writing). Two norm-referenced tests are used: the *Iowa Test of Basic Skills* (ITBS) for all students in grades 3, 5, and 8 (for reading and mathematics) and the *Test of Achievement and Proficiency* (TAP) in grade 11 (on a matrix sampling in reading, mathematics, written expression, science, and social studies). For school readiness assessment, Georgia uses the state-developed *Georgia Kindergarten Test*. For all assessments, students with disabilities are included "unless excluded," which according to written guidelines should only occur when "the nature or severity of an individual's handicapping condition may require exclusion from the testing program." For all types of assessment, the local district collects the data and reports them to the state. The state uses the information to: (1) report to the legislature, (2) report to local units, (3) allocate remedial education funds, and (4) conduct instructional planning. The GBST also is used to determine eligibility for graduation.	The Psychoeducational Network of Georgia collects information on students with emotional disorders (ED) one year following high school. Using a state-developed questionnaire, information is collected on employment, post-secondary schooling, military service, and support services received by these students. The information has been collected and reported to the state education agency since 1982. The state uses the information for program planning.
HAWAII	For more than 10 years, Hawaii has used the *Stanford Achievement Test* to annually collect data on reading, math, and language in grades 3, 6, 8, and 10. Since 1983, it has used the *Hawaii State Test of Essential Competencies* annually for grades 10 and 11, and twice a year for grade 12. These data are collected from all students, including students with disabilities (unless exempted under state-developed guidelines). A local contractor gives the tests and reports the data to the State Education Agency, where they are reported to the legislature and the local education agencies. The information helps to make curriculum improvements and to determine eligibility for graduation. Students with disabilities who pass the test receive a certificate. Those who do not pass, but meet their IEP goals, receive a "Program Certificate." A new option gives a "Course Completion Certificate" as a graduation certificate.	

Vocational Skills	Functional Living	Attitudes and Aspirations
Measurable goals and accountability measures for special populations will be developed in conjunction with the standards described in 115 of the *Carl D. Perkins Vocational and Applied Technology Education Act of 1990*. This will be fully implemented during the 1992-93 school year. Monitoring the annual evaluation by local recipients ensures that the programs meet these goals.		
		Hawaii has an evaluation section in their state office that collects a "General Graduation Satisfaction" rating (satisfaction with public education) from all students. In the fall of 1990, Hawaii used the Northwest Regional Education Lab (a consulting firm) to produce a report about special education. The report included interviews with stakeholders about their concerns, problems, issues in special education, and satisfaction with programs. State board members, district and state people, teachers, principals, parents and students in special education were interviewed. This was a one-time evaluation project that might be repeated occasionally.

State	Academic Achievement	Post-School Status
IDAHO	Idaho's Division of Instruction testing program has a norm-referenced test with direct writing samples. Since 1986, the *Test of Achievement and Proficiency* has been given to all 11th graders annually in reading, math, science, social studies, writing, problem-solving, and performance information. The locally collected data are submitted to the state for analysis and reporting to local districts and the legislature. Additionally, the *Iowa Test of Basic Skills* (ITBS) has been used annually since 1985 to test reading, math, science, and social studies for all 6th and 8th graders. A contractor collects the data, submits them to the Division of Instruction, and reports to local districts and the legislature. For 10 years, writing samples have been collected from all students and submitted to the state for scoring and reporting. Students with disabilities participate unless they are exempted by their school principal and teacher. Districts are free to use the state recommended tests or they may choose to use other tests.	Idaho has been involved in postsecondary projects since 1988. The current longitudinal transition tracking program is conducted by the University of Idaho and the special education section of the Idaho Department of Education. The state uses a locally developed questionnaire once every year to assess students' satisfaction with school programs, employment status, residential placements, accessibility to community services, and social involvements. Students with disabilities are contacted prior to their graduation and thereafter are contacted once a year for three years. Sixty-six percent of the districts participate. The information is being used to report back to the local education agencies and the legislature, and to conduct program evaluations.
ILLINOIS	The Illinois Goal Assessment Program tests for mathematics, writing, and reading in grades 3, 6, 8, and 10, and for science and social studies in grades 4, 7, and 11. The State Board of Education develops the tests to determine how schools are meeting goals for learning. Legislation (HB1890), adopted in 1992, says that exemption from participation shall be made only on an individual student basis as determined by the pupil's individualized program. The state reports results to schools, school districts, students, parents, and the legislature.	
INDIANA	Indiana collects information on math and English/language arts using the *Indiana Statewide Testing for Educational Progress* (ISTEP). This general education data collection effort only tests those students with disabilities who are integrated for math and language arts. Since 1986, testing has been conducted annually in grades 1, 2, 3, 6, 8, 9, and 11 by local districts that report results to the state. These results identify students needing remediation through summer school. (The first time a student does not pass, that student is directed to attend summer school. The second time, the student is retained in grade.) Also, the assessment is one of four factors considered in outcome-based accreditation for schools.	Indiana collects information on the numbers of students who are pursuing higher education or post-secondary education/training. This information is collected along with exit data using the state form from the Division of Informational Systems (general education). Data are collected on all students before leaving high school, but students with disabilities are not separated from the total. (Data are separated only by ethnicity and gender.) Since 1975, the information has been reported to the state annually and used for monitoring accreditation.

Vocational Skills	Functional Living	Attitudes and Aspirations

State	Academic Achievement	Post-School Status
IOWA		Iowa uses a state-developed questionnaire to get data on students with learning disabilities, behavioral disabilities, and mild mental disorders (not low incidence disabilities). This special education effort contracts with area professional education agency staff to interview students during summer months. Since 1986, information has been collected on former students one, three, and five years post school. The data become a measure of product effectiveness for the state, and have implications for practice and policy.
KANSAS	Kansas collects information on reading and math for all students in special education, unless excluded by their IEPs. A state math test is given to all students in grades 3, 8, and 10. This information is reported to the state legislature and the state, and is used for accreditation purposes. In 1993, tests in communication (language arts), social skills, and science will be given state-wide in the same grades.	
KENTUCKY	Kentucky collects data in grades 4, 8, and 12 within three components: 1) transition items/tasks (multiple choice, open-ended, and writing prompts); 2) performance events; and 3) writing portfolios. The transition component covers mathematics, science, social science, and writing. The performance component covers writing, but will be expanded to include mathematics. All special education students, except those with severe disabilities, participate in the regular education assessment. Future tests will include those students with severe/profound disabilities via an alternate portfolio.	
LOUISIANA	In Louisiana, all students with disabilities pursuing a high school diploma in regular education take part in the assessments. In grades 3, 5, 7, and high school, the *Louisiana Educational Assessment Program* is used annually to assess language arts and math. The 7th graders are also assessed in written composition and high schoolers are tested in science and social studies. Collected since 1988, the data are used by the LEA and state to ensure student mastery of grade level skills. Students with disabilities in grades 4, 6, and 9 are assessed annually using the *California Achievement Test* (CAT), although students using test modifications are excluded from state performance summaries. CAT data are used to compare state performance with national norms.	

Vocational Skills	Functional Living	Attitudes and Aspirations
	Kentucky's accountability assessment has a noncognitive component with one indicator being "successful transition to adult life." A successful graduate is: 1) enrolled as a full-time postsecondary school student; 2) employed at least 30 hours per week ("non-temporary"); 3) an active member of the United States military; or 4) any combination of the above adding up to at least 30 hours per week. School districts now track graduates to determine who makes a successful transition to adult life.	
Louisiana collects information on the vocational education enrollment of all students with disabilities unless exempted. This combined general and special education effort for assessing students enrolled in vocational courses will be implemented for the first time in the 1992-93 school year. The information generated from this effort will be used as required by Federal regulations.		

State	Academic Achievement	Post-School Status
MAINE	Maine has developed a test for student achievement in reading, math, writing, social studies, science, and the humanities. All students in grades 4, 8, and 11 have been tested yearly since 1985, including those with disabilities. After schools submit the data to the state, a contractor scores the tests. The state reports the information back to the schools and includes directions for how it should be shared with parents. The information also helps plan staff development and school improvement.	
MARYLAND	Maryland has developed functional tests for grades 9-12 in reading, math, writing, and citizenship. Since the early 1980's, all achievement data have been collected twice per year through general education. All students with disabilities pursuing high school diplomas participate. The test results provide basic information on school districts to the state department, and help local schools determine eligibility for graduation.	Maryland annually collects data on all graduates, one year post school, using the *Statewide High School Graduate Follow-up System*. For 20 years, this program has combined efforts of the state, general, vocational, and special education units. A mail questionnaire collects data on attendance at postsecondary schools, employment, and income. The data are used for reports to the local education agencies and the legislature.
MASSACHUSETTS	Massachusetts collects information biannually through general education in grades 4, 8, and 12. The state-developed *Massachusetts Education Assessment Program* (MEAP) uses both multiple choice and open-ended questions and includes sections on reading, math, language arts (including a writing sample), social studies, and science. Students with disabilities participate, unless exempted through their IEPs. Scores for students receiving more then 25% special education services outside of the regular classroom are not included in scores reported to school districts and individual student scores are not provided. The state reports MEAP results to school districts and the legislature.	The Special Education Unit of Massachusetts uses the *Exit Fact Data Report Sheets* to collect information on all special education students, ages 14-22. (Data are collected on the number of students going to college, the number going to other post-secondary educational opportunities, and the number employed in regular and supported work places.) The local agencies have reported to the state annually, since 1985.
MICHIGAN	Michigan collects information annually on reading and math in grades 4, 7, and 10 and on science in grades 5, 8, and 11. For 15 years, the state-developed *Michigan Educational Assessment Program* (MEAP) has been used by the state to report back to districts, state boards, and parents. Usually students with mild or sensory disabilities are included, but participation is locally determined. By 1994, students must pass proficiency tests in reading, math, and science in order to receive high school diplomas with State Endorsement. Special education students may be exempt by using approved alternative testing accommodations that meet the individual needs of the student.	In Michigan, local districts conduct telephone follow-up interviews of students with disabilities (or with parent if necessary) one year after the student has left school. This special education effort includes all students with disabilities and seeks data on marital status, transportation, living arrangements, recreational functioning, voting, driver's license, employment, income, and happiness. The information has been collected annually since 1984, and is still being revised. The data are collected locally and used in a statewide report and district reports to help make decisions about programs at the local level.

Vocational Skills	Functional Living	Attitudes and Aspirations
		Maine collects information on the attitudes and future plans of students through questions that are included with tests.
With the Division of Career and Technology Education, Maryland has annually collected data on the vocational programs and services received by students with disabilities over grade 8. For 10 years, local districts have used it to evaluate programs, compare handicapped with the nonhandicapped populations, and prepare state and federal government reports.		Since 1984, Maryland has annually collected data on parent and teacher attitudes/satisfaction with programs for students with disabilities at all grade levels. Special education randomly samples 1/3 of the districts using state-developed questionnaires. The state reports back to the local agencies and the federal government.
	Data located elsewhere for summary purposes.	

State Activities in Selected Outcomes Areas

State	Academic Achievement	Post-School Status
MINNESOTA		A state-developed questionnaire collects data on employment status and location, wages, and post-secondary schooling for students in all disability groups. The Department of Vocational Education collects the data in grade 12 and one year after exiting school. Each school must report every five years for federal reporting and the Perkins Reports.
MISSISSIPPI	Mississippi uses the *Stanford Achievement Test* in grades 3, 5, and 8. This annual assessment effort started in 1985 and includes all children, though students with severe disabilities usually do not participate. The general education administration collects the data, profiles districts, and determines services eligibility in local schools. Additionally, since the late 1970s, coursework grades have been collected on a case by case basis for all students with disabilities at all age/grade levels by teams of state department employees who determine eligibility for service.	
MISSOURI		
MONTANA		
NEBRASKA		Nebraska collects information on skills, independence, leisure and social activities, satisfaction, vocational success, and income. Since 1988, these data have been collected annually using surveys and interviews with all students with mild or moderate retardation who exit programs.
NEVADA	Nevada collects information using the *Comprehensive Test of Basic Skills* in grades 3, 6, and 9. Reading, math, and language are assessed through a special education effort. All students participate unless they are exempt.	Nevada annually (since 1990) collects information using parent, student, and teacher telephone interviews for a sample of students from all disability groups during their senior year, and one and two years post high school.
NEW HAMPSHIRE	New Hampshire uses the *California Achievement Test* (CAT) annually in grades 4, 8, and 10 (for reading, math, language, social studies, and science). Since 1985, data have been jointly collected by general and special education. All students mainstreamed for at least 50% of the time participate, unless the IEP team and parents feel it is inappropriate. The data appear in an annual state report and provide the SEA with basic information on school districts.	New Hampshire collects information on employment status, relevance of vocational training, wages, hours per week employed, and work performance ratings. These data are collected annually (since 1982) on all students with disabilities who are in vocational education programs. A vocational education effort compiles and reports the data to local agencies.

Vocational Skills	Functional Living	Attitudes and Aspirations
Missouri collects data on state-developed forms for all students in grade 11 by local agencies and reported to the SEA. They have been annually collected for 10 years and used to report to local districts and the legislature.		
Data located elsewhere for summary purposes.	**Data located elsewhere for summary purposes.**	

State	Academic Achievement	Post-School Status
NEW JERSEY	New Jersey uses the state-developed *High School Proficiency Test* (HSPT) in the 11th grade. The HSPT annually collects information in math, reading, and writing through a general education effort that started in 1986. All students participate unless exempted due to adverse effects of the testing situation and/or because the goals and objectives in the IEP do not address the HSPT proficiencies. The tests are sent to the state agency where results are reported back to the local districts. Local districts use the HSPT to determine graduation eligibility for individual students.	
NEW MEXICO	New Mexico collects data annually using the *New Mexico Reading Assessment*, *Achievement Assessment* (Reading, Language Arts, Math, Science, Social Studies), and *Direct Writing Assessment*. Since 1986, the reading test has been given in grades 1 and 2, the achievement in grades 3, 5, and 8, and the portfolio writing in grades 4 and 6 (competency-based test). All students participate, unless exempted (determined by IEP team), and scores go to the state board for accountability purposes. The *High School Competency Exam* (HSCE) is given to all students, unless exempted by an IEP team, in grades 10, 11, and 12 to determine diploma awards. The HSCE has been given annually since 1986 (with one extra administration for seniors each Fall). Both types of tests are given by the local districts and sent to a contractor who forwards the information to the state.	New Mexico collects information on employment status and placement through teacher and employer surveys/interviews. This general education effort collects information on employment status for all students (no exception), but only students with mild disabilities are included in the collection efforts for job placement. All vocational education information is used to report to the LEAs.
NEW YORK	Since 1965, New York annually collects information with the *Pupil Evaluation Program Test* (PEPT). Through general education, all children in grades 3 and 6 participate in the math and reading subtests, and all students in grade 5 participate in the writing subtest. Local districts report the scores to the state department where the information helps determine which students need remediation and compares students with disabilities to nondisabled students. The *Regents Competency Tests* (RCTs) are administered to secondary level students with handicapping conditions, unless exempted, in mathematics, science, reading, writing, global studies and U.S. history and government. These tests have been given annually since 1979-1980 with the results helping students' decisions regarding graduation requirements.	

Vocational Skills	Functional Living	Attitudes and Aspirations

State	Academic Achievement	Post-School Status
NORTH CAROLINA	North Carolina has changed its testing program. End-of-grade tests are being developed for grades 3-8, and some end-of-course tests are developed in several areas for grades 9-12. The tests are multiple choice and open-ended and are based on the North Carolina Standard Courses of Study. These state tests replace the *California Achievement Test* (CAT).	For the past ten years, the Vocational Education Department has annually interviewed students for employment, postsecondary education, and school satisfaction information. It is collected only for those enrolled in vocational education. The state receives the data from the local units and gives feedback to local and state education agencies.
NORTH DAKOTA	North Dakota collects information using the reading, math, language, word analysis, study skills, spelling, science, and social studies portions of the *Comprehensive Tests of Basic Skills, Fourth Edition* (CTBS/4). The CTBS has been given annually since 1990 in grades 3, 6, 8, and 11 to all general education students who are able to read. Local districts administer the test and report the results to the state for policy making. In April of 1991, the North Dakota legislature passed a bill mandating that schools implement performance-based testing.	North Dakota collects information on postsecondary experiences using a follow-up survey or interview. A special education effort collects information on all special education students one year after exiting high school. Beginning in 1990, state trained people have been collecting the data from the local districts. The information is used for program improvements.
OHIO	Ohio uses commercially prepared and state-developed proficiency tests. Since 1989, school districts have selected commercially prepared tests from an approved state list. These tests are given to all children, if appropriate (the IEP determines), annually in grades 4, 6, and 8 in the areas of reading, mathematics, and language. Districts report the data to the state where it is compiled and reported to the public and the local districts. The four-part, state-developed tests are given twice a year to all students unless exempted, beginning in grade 9, until passed. Seniors who pass all parts of the 9th grade proficiency test by January 1, 1994, take the 12th grade test. Local districts collect and report the information to the state.	
OKLAHOMA		
OREGON	Since 1987, Oregon has had an assessment in reading, math, written expression, and language arts for grades 3, 5, 8, and 11 that includes students with disabilities, sometimes under modified conditions. Achievement data in reading and math are collected annually through a general education effort, reported in the state's annual assessment report, and used to compare districts of similar socio-economic characteristics.	Since 1988, Oregon has been annually collecting data on the last year of school and two years post school. The school component uses computer-assisted questionnaires given to teachers, parents, and students through a University of Oregon effort. The out-of-school data are collected by computerized telephone interviews. Students from all disability categories are included and the information is used for: (1) providing data for state level policy, and (2) providing data for local community program improvement.

Vocational Skills	Functional Living	Attitudes and Aspirations
	Data located elsewhere for summary purposes.	
		OTHER AREAS: Ohio collects and evaluates data about IEP goals achieved by the instructional area for students in the Chapter 1 (89-313) program. Progress is rated on a three point scale: little/no improvement, moderate improvement, and much improvement. The information is collected using a state-developed form, for all disability groups, ages 3-21. Through a special education effort, state supported and state operated agencies have been reporting the information to the state for more than 10 years.
Oregon collects data on employment status, enrollment in and type of vocational education, and job placement of all students with disabilities. Through a special education and University of Oregon effort, the data are collected from teachers, parents, students, document reviews, and the *Oregon Follow-Along Study*. They are in reports to the state legislature and to LEAs. They also are used to generate internal SEA reports and to evaluate SEA programs.		

State Activities in Selected Outcomes Areas

State	Academic Achievement	Post-School Status
PENNSYLVANIA	Pennsylvania collects general education information annually using the state-developed competency test, *TELLS*, in grades 3, 5, and 8 for reading, math, and writing. This assessment effort started in 1986 with locally-selected and administered commercial achievement tests also being used. Students with mild disabilities (usually EMR, LD, SED) participate in the assessment. The collected information is reported to the state, and used to evaluate local districts and provide them with feedback regarding individual student status.	
RHODE ISLAND	Rhode Island collects achievement information in reading, math, and language arts, using *The Metropolitan Achievement Test*. All students in grades 3, 6, 8, and 10 participate in these assessments unless individually exempted. LEAs submit scores to the state agency. These general education assessments have been operating since 1983 with data being used for feedback to LEAs and program evaluation.	
SOUTH CAROLINA	South Carolina collects information in reading, language/English, and mathematics using the *Stanford Achievement Test* (SAT 8th edition) in grades 4, 5, 7, 9, and 11. Information also is obtained through the *Basic Skills Assessment Program* (BSAP): reading and math tests in grades 1 and 2; reading, math, and science tests in grade 3; reading, math, science, and writing tests in grades 6 and 8; and reading, math and writing subtests at the exit examination level. The *Exit Examination* is given to all students in the 10th grade. Students in the 11th and 12th grades take any subtest(s) that they have not previously passed. All data are collected annually in the spring with 12th graders taking the exit examination in the fall. All students with disabilities participate unless they have IEPs that specifically state that the testing program is inappropriate. The collected information is reported to the state legislature, local school districts, students, and parents. The data are used to place students into the next grade and for incentive programs. Students must pass all three subtests of the *Exit Examination* in order to receive a South Carolina High School Diploma. Both testing programs are currently being examined for revision.	

State	Academic Achievement	Post-School Status
SOUTH DAKOTA	South Dakota collects achievement data in reading, mathematics, language, social science, and science. The local general education units administer the *Stanford Achievement Test* (SAT) for grades 4, 8, and 11 and forward it to a contractor who compiles results for the state and local agencies. All students participate unless exempted by school officials. Collected since 1983, achievement data are used by the state to give feedback to LEAs and to improve the program. Information can be shared with parents and Chapter I programs may use the data for program evaluation. The SEA is using the data in school accountability efforts for the first time during 1992-93.	
TENNESSEE	Tennessee uses the *Tennessee Comprehensive Assessment Program* (T-CAP) in grades 2-8 and 10 (optional in grades 1, 11, and 12). Areas include: reading, language, math, science, social studies, and study skills. Started in 1989, this general education program includes all students with disabilities, unless the multi-disciplinary team decides it is inappropriate. Results help to monitor student improvement and determine whether students obtain a regular diploma. The state also administers the *Tennessee Proficiency Test* twice per year in grades 9-12 for English, reading, spelling, and math. It is not known when this general education assessment started, but all students with disabilities participate and there are no exemption guidelines.	
TEXAS	Texas collects information on reading, writing, and math achievement using a state-developed criterion-referenced test (CRT), the *Texas Assessment of Academic Skills* (TAAS). This general education effort includes all students, with special education scores disaggregated from other scores. An April 1992 Student Assessment Transition Plan requires CRT testing annually in grades 4, 8, and 10 (exit). Students failing the exit level test may retest in grades 11 and 12. With results, the state develops district report cards and districts evaluate student achievement. The state *Norm-referenced Assessment Program for Texas* (NAPT) is required in grades 3-11 for reading and mathematics. All students are mandated by law to participate in the NART or CRT testing, unless granted a special education exemption by an admission, review, or dismissal committee.	Texas conducts a survey of special education students in transition that includes the following: service needs of students with disabilities, placement at graduation, and outcomes of in-school and post-school students. A new system is being developed to report data in conjunction with the current statewide data management system.

Vocational Skills	**Functional Living**	**Attitudes and Aspirations**
South Dakota collects information on employment status, enrollment in vocational education, type of vocational program, and job placement of all students with disabilities. The data, collected through a joint special education and South Dakota Department of Labor effort, are obtained from teachers and students. The information is used to report to the LEAs, SEAs, and the Department of Labor.		
	Texas collects data using *The Special Education Outcomes Study*. Developmental quotients of a sample of approximately 1,000 special education students (in all 9 disability areas) are collected using developmental or adaptive behavior assessments such as the *Vineland* and *Adaptive Behavior Scales*. Scores are from grade 12 assessments (or within past two years). The data, collected locally in 1990 when the study began, are reported to the state. The information will be included in the overall profiles of the sample students and eventually be used to compare student outcomes with types of programs, types of disabilities, and adaptive behavior skills of students exiting high school.	

State	Academic Achievement	Post-School Status
UTAH	Utah collects information on reading, math, written expression, social studies, and science using the *Stanford Achievement Test* (SAT). This general education effort, begun in 1990, includes all students at all grade levels, except for those students with multiple handicaps and severe or profound disabilities. The information helps determine how students are doing statewide. Utah is in the process of developing a criterion-referenced assessment for reading, math, art, music, vocational education, and functional adaptive behavior skills.	
VERMONT	Vermont uses Portfolio Assessments in grades 4 and 8. The areas tested are math and writing, which are collected annually through a collaborative general and special education effort. Started in 1991, this assessment effort includes all students with disabilities. The information is reported to the state and used to determine school-wide performance, needed curriculum changes, needed resources, and overall improvement of the "Vermont Landscape" of which all students are a part.	Since 1988, Vermont has annually used a post-secondary questionnaire to collect data about employment, education, living arrangements, friendships, decision making, wages, and school satisfaction on a sample of students with disabilities who exit school. Joint efforts of the Department of Education, University of Vermont, Local Education Agencies, and State Education Agency compile the data into a statewide database to modify programs and increase opportunities.
VIRGINIA	Virginia collects information on reading, mathematics, and written expression through its Literacy Testing Program. Begun in 1989, this program is implemented at grade 6 and is basically a criterion-referenced system administered by the general education unit. Students may be exempted by local decisions. Data are also obtained through norm-referenced testing (*Iowa Test of Basic Skills* grades 4 and 8; *Tests of Achievement and Proficiency*, grade 11). Local districts administer all tests and report to the state. Information is used for feedback to the schools and overall program improvement.	Virginia collects information on the post secondary education and successful employment of all students with disabilities who graduate from school or drop out by contacting them within one year of exiting school. This information is collected by the Department of Rehabilitation, Department of Mental Health/Mental Retardation, and the Employment Commission. First piloted in 1989, the official data collection began in 1990 and is done annually. These data are used to determine outcome indicators.
WASHINGTON	Washington collects information on reading and mathematics using the *Metropolitan Achievement Test* (MAT) in grades 4, 8, and 11. All students with disabilities may participate at the discretion of parents and teachers. All achievement data are collected annually through the Assessment Unit. Contractors with the test publishers compile the data and send them to the state, where they are used in budget planning, state reports, and feedback to the local units. This general education effort is approximately 10 years old. Washington is currently in the process of changing achievement tests.	

State	Academic Achievement	Post-School Status
WEST VIRGINIA	West Virginia collects information on reading, math, language arts, science, and social studies for all students with disabilities unless they are exempt. A criterion-referenced test, as well as the *Comprehensive Test of Basic Skills*, is used to assess achievement. General education collects the data for use in reports to the state and to the LEAs, and for accountability purposes.	
WISCONSIN	Wisconsin collects data on reading comprehension using a state-developed criterion-referenced test. Since 1989, this general education effort has been given annually to all students, unless exempted, in grade 3. Local schools administer the test and report the data to the state. The state reports results to the legislature and the local districts, where it could be used for individual student reports. Beginning in 1992-93 on a voluntary basis and 1993-94 on a mandatory basis, Wisconsin districts will give knowledge tests to 8th and 10th grade students using the *ACT 8th grade EXPLORE* and *10th grade PLAN*. These test mathematics, reading, English, and science and ask for a writing sample with two prompts per grade level.	The Bureau for Vocational Education in Wisconsin gathers post high school data for a sample of students from one fifth of the school districts in the state. Responding to Perkins requirements, Wisconsin will develop a new data collection plan to be applied on a yearly basis. The variables include dropout rates, attendance, retention in grade, graduation rates, number of suspensions and expulsions, percentage of pupils in extracurricular and community activities and advanced placement courses, percent of graduates enrolled in postsecondary education programs, and percentage of graduates entering the work force.
WYOMING		
AMERICAN SAMOA (Am Samoa)	American Samoa collects information using the *Stanford Achievement Test* (SAT) (for grades 4, 6, 8, 10, 12) and a minimum competency test (for grades 9-12). Both tests provide information on reading, language arts, math, science, and social studies. The SAT is administered annually through a general education effort. The minimum competency test has been used since 1986; it is unknown when use of the SAT began. All mainstreamed students with disabilities participate in the assessments; students who are in self-contained classrooms do not. Both the tests are used for local district evaluations. The SAT is used to determine system progress and the minimum competency test is used to determine eligibility for graduation. Curriculum referenced tests are being developed locally in all five major subject areas and in Samoan Language Arts.	

Vocational Skills	Functional Living	Attitudes and Aspirations
	West Virginia collects information on enrollment in vocational education and on the type of vocational program for all students (no exceptions). These data are gathered through the department of vocational education and are used to report to both local and state education agencies.	

State	Academic Achievement	Post-School Status
BUREAU OF INDIAN AFFAIRS (BIA)	The BIA collects information using a variety of assessments. For math, reading, language, and social studies, it uses subtests of the *Comprehensive Test of Basic Skills* for students identified as learning disabled, speech impaired, and other health impaired in grades 1-12. Information has been collected annually through a general education effort for more than 10 years. Local units report to the test publisher, who reports to the schools and the state education agency. Results from the academic achievement tests are used to modify curriculum, train staff and provide technical assistance to local schools. Local districts may also choose to use the educational assessments used in their state.	
MARIANA ISLANDS (CNMI)	The CNMI uses the *California Achievement Test* (CAT) to collect data on reading and math in grades 3, 5, 7, 9, and 11. This general education assessment only includes students with disabilities who are not identified (e.g., students with learning disabilities). Students with other types of disabilities participate occasionally, when special efforts successfully get them in the assessment. Achievement data have been collected every other year since 1983-1984. Schools administer the tests and send them to the state agency where the raw scores are pulled from the test protocols, summarized, and used to evaluate student progress.	
DISTRICT OF COLUMBIA (DC)	Since 1989, the District of Columbia has collected data on stakeholder satisfaction with educational and related programs. This special education effort uses telephone interviews for all students with disabilities (from 3-21 years), their parents, and either an interview or questionnaire with their teachers. The state collects the data during site compliance monitoring visits and uses it to produce an analysis report for program directors and assistant superintendents.	

State	Academic Achievement	Post-School Status
GUAM	Guam collects information on reading, mathematics, and writing. A state-developed criterion-referenced test, the *Life and School Survival Skills Test* (BLSST), is given to all non-exempt students during the odd years in elementary school and every year during high school. The BLSST has been administered twice per year since 1986, through a general and special education effort. The *Brigance* (pre and post) has been given twice per year to all students in the elementary grades since 1989. The local districts administer both tests and send the data to the state to be aggregated. Local schools use the state report for instructional planning, decision-making for students, and program evaluation.	Guam is in the process of collecting data on living arrangements for all disability groups. This special education effort collects information using telephone and mail interviews one, two, and three years after graduation. This information has been collected annually since 1989 by the state agency to facilitate transition planning.
PALAU	Palau collects data on reading, math, science, and social studies using a criterion-referenced test developed with WRRC assistance. All students participate during grade 8 or when deemed ready. Since 1980, all achievement data have been collected annually through a general education effort at identified sites. Test results go to the Superintendent of Education and are reported to local districts for use in high school placement decisions.	Palau collects information on postsecondary status using the Transition Team Program case notes. This post-exit information has been gathered continuously through a special education effort since 1989 for all students who were enrolled in the transition program. Data are used to evaluate students' status and former programs.
PUERTO RICO	Puerto Rico collects information using the norm-referenced test, *APRENDA*, which was developed with the assistance of The Psychological Corporation. The reading comprehension and language (writing) subtests are given in grades 1-12, math in grades 1-9, and basic skills in grades K-2. The tests have been given to all students with disabilities, if integrated, annually since 1990. The tests are administered locally and sent to the Data Center at the Department of Education to be used for island-wide comparisons, individual student decisions, and IEP preparation and revisions.	

Vocational Skills	Functional Living	Attitudes and Aspirations
Guam collects information on employment during school years and job placement for all students. This information is collected through a special education effort that uses teachers, students, parents, employers, and document reviews as sources of information for program evaluation.		
Palau collects information on work placement for all students enrolled in the transition program. These data have been collected since 1988 by the Transition Team using individual case studies for students in grade 8 and above. Reports are filed on students with the SEA. The SEA tracks what happens to students, concentrating on those who do not attend an academic high school. **Data located elsewhere for summary purposes.**		

State	Academic Achievement	Post-School Status
MARSHALL ISLANDS (RMI)	The RMI collects information on reading and math using the *Wide Range Achievement Test* (WRAT). Since 1972 this special education effort has been administered twice each year (pre and post). Students identified as learning disabled in grades 1-8 participate. Local schools (diagnostician) report the information to the state agency where it is reported back to the schools and parents. Children in the special education early childhood program (ages 3-5), are assessed using a profile checklist in the areas of reading and math. This testing began in 1990 and is given annually by consultants who report the results to the state where the information is shared with the schools and parents.	The RMI collects information on post-school employment. This special education effort uses an interview to collect employment, wages, and living arrangement data on students identified as learning disabled and mentally retarded. The state agency collects the information one time per year to evaluate the status of individual students.
U.S. VIRGIN ISLANDS (USVI)	The USVI has conducted assessment, through the general education unit, annually since the 1960s. The *Metropolitan Achievement Test* (MAT) tests students in grades 3, 5, 7, 9, and 11, including those with mild disabilities, in math, language skills, reading, and general concepts. Students with disabilities participate in the testing if permitted by their school principal. The data are collected, analyzed, and reported by the Test Research and Evaluation Department staff. The state uses the information for program planning, improving teachers' skills, and for general accountability.	

Vocational Skills	Functional Living	Attitudes and Aspirations
	The RMI collects information on self-help, adaptive behavior, and developmental motor skills for all students ages 3-21. Diagnosticians and teachers collect this information through observations with rating scales. This special education effort began more than 10 years ago and is done continuously. The information is used for individual child planning.	